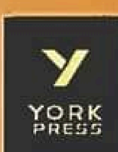


Mr.Adel Magdi


Supreme
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CONNECT

PRIMARY 4

Student's Book

Term 1



PRIMARY 4

Student's Book
Term 1

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

CONTENTS

SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 I feel good	Unit 2 Desert animals	Unit 3 Why are plants green?
Vocabulary	food: *bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugar cane, watermelon* body systems: *breathe, diaphragm, esophagus, large intestine, liver, lungs, mouth, nose, pump, small intestine, stomach* first-aid: *band-aid, gloves, scrape*	Egyptian animals: *camel, crocodile, eagle, fennec fox, pelican, snake, spider; beak, feather, fur, wing* comparative adjectives: *bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner*	plants: *flower, germinate, leaf, pollen, root, seed, shoot, soil; acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk* plant cell: *carbon dioxide, cell wall, chloroplast, oxygen, nucleus, vacuole* superlative adjectives: *biggest, heaviest, most beautiful, nicest, tallest*
Language	I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix re-: *repaint, remake, redo* *He repainted his house.*	*Crocodiles are more dangerous than horses.* *A camel is taller than a fennec fox.* *An eagle is heavier than a mouse.*	*The sunflower is the biggest flower.* *What is the most beautiful flower?* *A coconut is the heaviest seed.* Suffix *-ful*: *beautiful, careful, colorful, helpful, useful*
Reading	A dialog about food; a story about friends sharing their cultures	A dialog about animals; fact files about animals; a fiction story about animals	A dialog about growing a tomato plant; texts about how plants clean air and water; a fiction story about a farm
Writing	Instructions for making something; researching, planning and writing a presentation	A fact file about an animal; a poster about an unpopular animal	Explaining a process: the life cycle of a plant; a report about a plant
Speaking	A presentation about a place in Egypt	Discussion of animal facts; giving opinions; presentation of a poster	Giving opinions; presentation of a report
Listening	Interviews with children talking about their healthy routines	A dialog about animals; a fiction story about animals	A fiction story about a farm; the life cycle of a sunflower
Phonics	long and short vowels: *bag, cake, mom, nose, mix, rice*	sound discrimination /p/, /b/: *pear, bear, bee, pea, pin, beak, pelican, bird,*	/sl/, /sw/: *sleep, slice, slippers, swan, sweep, sweet, swim, switch*
Life skills	**Self-management:** eating healthily, living a healthy life	**Respect of diversity:** recognizing differences and similarities across species	**Critical thinking:** understanding from context **Respect of diversity :** appreciation of plant diversity
Values	**Appreciation of science** **Respect** **Tolerance**	**Respect** **Tolerance**	**Appreciation of science:** understanding the importance of plants
Issues and challenges	**Preventative and therapeutic health** **Non-discrimination issues**	**Environmental responsibility:** protecting our world	**Environmental responsibility:** protecting our world
Integrated cross-curriculum topics	**Social studies:** a healthy lifestyle **Science:** digestive system; respiratory system; a balanced diet **Math:** prime numbers	**Science:** senses and adaptation; animals in different parts of Egypt **Math:** decimal fractions (2 decimal places)	**Social studies:** pollution; Egyptian habitats for plants **Math:** numbers up to a billion **Science:** reproduction in plants; plant cell formation

Theme 2 Myself and others

	Unit 4 Where do you live?	Unit 5 Where do you work?	Unit 6 What do you do?
Vocabulary	buildings: *house, apartment, tent, cave, boat, school, hospital, office, shopping mall, supermarket, post office* prepositions of place: *above, behind, between, in, in front of, next to, on, under*	jobs: *builder, bus driver, electrician, garbage collector, mail carrier, mechanic, plumber; blocks, faucet, pipe, screwdriver, tape measure* electricity: *lightning, plug, socket, turn off, unplug*	industry: *education, energy, farming, fishing, mining, tourism; economy, salary, staff* energy: *coal, hydroelectric, oil, solar, wind; renewable, non-renewable* verbs: *build, drive, fish, fix, help, teach*
Language	*Where's the hospital?* *The hospital is next to the school.* *Turn right. Go straight ahead. It's on the corner.*	*This is the socket the electrician is fixing.* *These are the plumber's tools.* *That's the mail carrier's bicycle.* *Those are the builders' hard hats.*	*What do you do?* *I work in the fishing industry.* *I buy and sell fish.* *Fishermen fish.* Prefix *dis-: disappear, dislike, disagree* *I dislike winter because I enjoy hot weather.*
Reading	A dialog about a home; a story about living on a boat	An interview with an electrician; a text about workers in our community; an essay about being a mail carrier	interviews about different jobs; texts about energy sources; a poem about jobs; a story about a fisherman
Writing	An informational text about a village or city; a poster about a person who helps us	A paragraph about the pros and cons of a job; a report about people who help you	A persuasive paragraph about a job; a poster about respect
Speaking	Describing home; discussion about the importance of helping others	Discussion about different jobs; giving opinions	Discussion about renewable and non-renewable resources
Listening	Directions around a town	A story about 3 cousins	A poem about jobs; a story about 2 sisters
Phonics	sound discrimination /f/, /v/: *fan, van*	word stress in 2-syllable words	sound discrimination: /i/, /e/: *tin, ten*; /æ/, /⊠/: *ran, run*
Life skills	**Critical thinking:** the importance of helping others	**Decision making:** jobs I want to do and why	**Accountability:** job responsibilities **Collaboration:** pair work
Values	**Independence** **Participation**	**Respect**	**Respect**
Issues and challenges	**Loyalty and belonging**	**Community participation** **Appreciation of science**	**Environmental responsibility**
Integrated cross-curriculum topics	**Social studies:** places in town; giving directions	**Social studies:** different roles in society; how science can improve people's lives **Math:** dividing numbers **Science:** electricity	**Social studies:** renewable and non-renewable resources; sources of fuel **Math:** adding and subtracting fractions **Science:** forms of energy

LET'S REMEMBER!

LESSON 1

1 **What can you see in the photo? Look and say**



2 **Read and match the questions and answers**

1 How long is it?
2 What would you like?
3 Where are you from?
4 What did you do yesterday?
5 How tall is it?
6 When's your birthday?

a It's 11 centimeters tall.
b I visited the bazaar. I bought a bag.
c It's on January 19th.
d I'm from China. I'm Chinese.
e It's 1,000 meters long.
f I'd like some water, please.

3 Look and write. What is the mystery word in yellow?

1 2 3 4 5 6 7 8 9

The mystery word is: ________

4 Look and write

bread, cereals and potatoes   fruit and vegetables
milk and dairy products   meat and fish   sugar and fats

1 ________
2 ________
3 ________
4 ________
5 ________

5 What is a healthy diet? Look and say

LESSON 2

1 Read and order

April	☐	March	☐
February	☐	September	☐
June	☐	December	☐
October	☐	July	☐
August	☐	May	☐
January	1	November	☐

2 Listen, answer and write

1 It's sunny

2

3

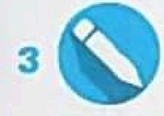
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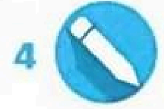
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8

3  Look and write

Simple present	Simple past
I buy	I bought
I ______	I cooked
I ______	I went
I ______	I had
I look	I ______
I play	I ______
I ______	I saw
______	I traveled
I visit	I ______
I ______	I worked



4  Read and add the correct capital letters

hi! I'm shorouk! i live in alexandria. the

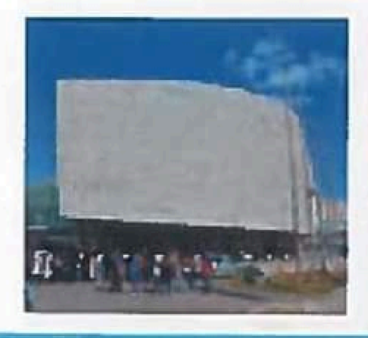
bibliotheca alexandrina is a big and famous

library in my city. yesterday it was sunny. my

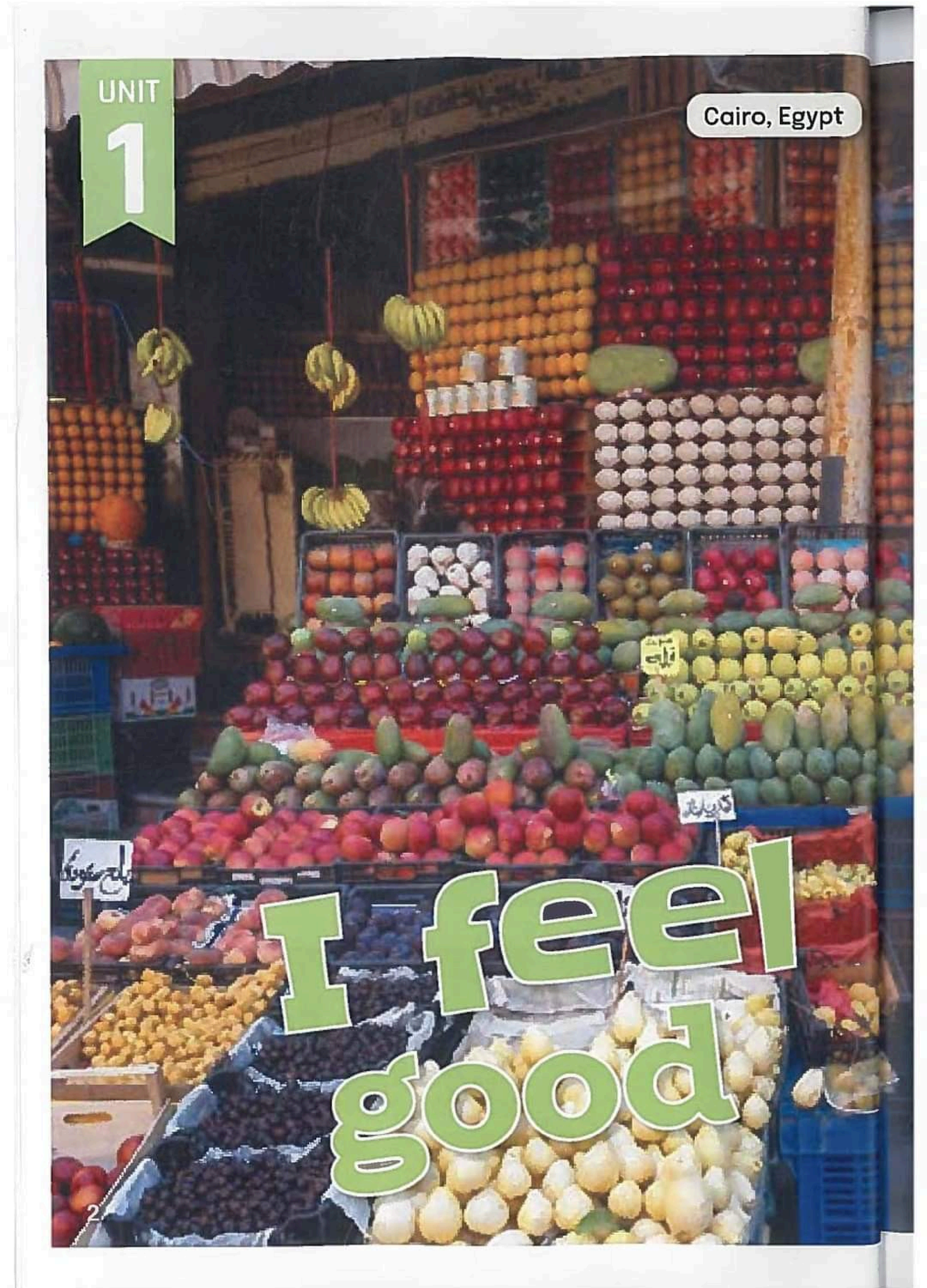
family visited the park

at the montaza palace.








UNIT
1
Cairo, Egypt
I feel good



UNIT 1

In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with *and* or *but*.
- talk about what I want to do.
- read and listen to a short story.
- distinguish long and short vowels.
- write instructions.
- research and make a presentation.



Look, discuss, and share

Which fruits can you see in the picture?
What is your favorite fruit?



Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?



Find out

Which fruits do people grow in Egypt?
Share your answers with your partner.

UNIT 1

LESSON 1
FOOD AND DRINK

1  **Listen and read**

Mom: Lunch is ready. I made some special food for us.

Maged: Mom, it looks delicious!


Mom and Maged

Mom: Which food comes from our country, do you think?

Maged: I think we grow **rice** in Egypt.



Mom: Yes, that's right. What else?

Maged: Hmmm, I think we **raise chicken** in Egypt.

Mom: Yes, and tomatoes and **onions.** Egyptian farmers **produce** many things you see on this table. Let's eat!

Maged: Yum!

2  **Listen again and answer the questions**

1 What meal are they having?

a breakfast   b lunch   c dinner

2 What does the verb produce mean?

a To keep and feed chicken to get eggs and meat.

b To build houses for chicken to grow healthier.

3 What does Maged think about the food? ________


UNIT 1
3 Look and write
bananas chicken grapes mangoes milk
onions potatoes rice sugar cane watermelon
1 2 3 4 5
chicken
6 7 8 9 10
4 Listen, check, and say
Find out
What other animals do farmers raise in Egypt?
5 Ask and answer. Write in your notebook
What foods do we produce in Egypt?
We produce vegetables like...
5

UNIT 1

LESSON 2
CLIL: SCIENCE

1  **Work in pairs. Discuss this question**

1 What happens in our body when we eat food?

2 **Look, read, and label the body**

1 The **esophagus** goes from the **mouth** to the **stomach.**

2 When the food moves from the esophagus to the stomach, the **liver** takes out the fats.

3 Food moves from the stomach to the **small intestine.**

4 The **large intestine** is around the small intestine. It takes water and salt from food for the body. It removes **waste.**

The Digestive System

1 ________

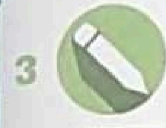
2 ________

3 ________

4 ________

5 ________

6 ________



3 **Read and complete**

mixes liquid teeth nutrients ~~eat~~

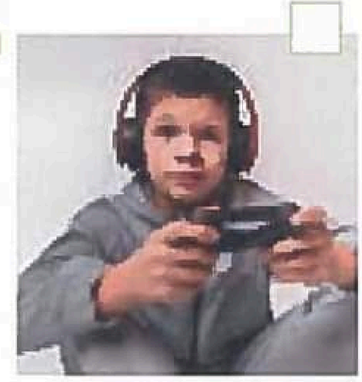
When we eat ...

We use our digestive system to digest what we 1 ___eat___ and drink. We put food in our mouths. We chew food with our 2 ________.

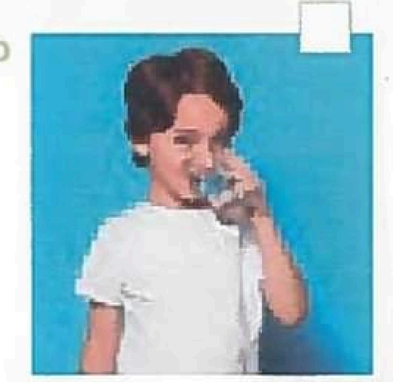
Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food 3 ________ with a special liquid. The 4 ________ changes the food into energy and 5 ________. We need the energy and nutrients in our body.

4 **How can we have a happy digestive system? Circle the healthy things**

a



b



c



d



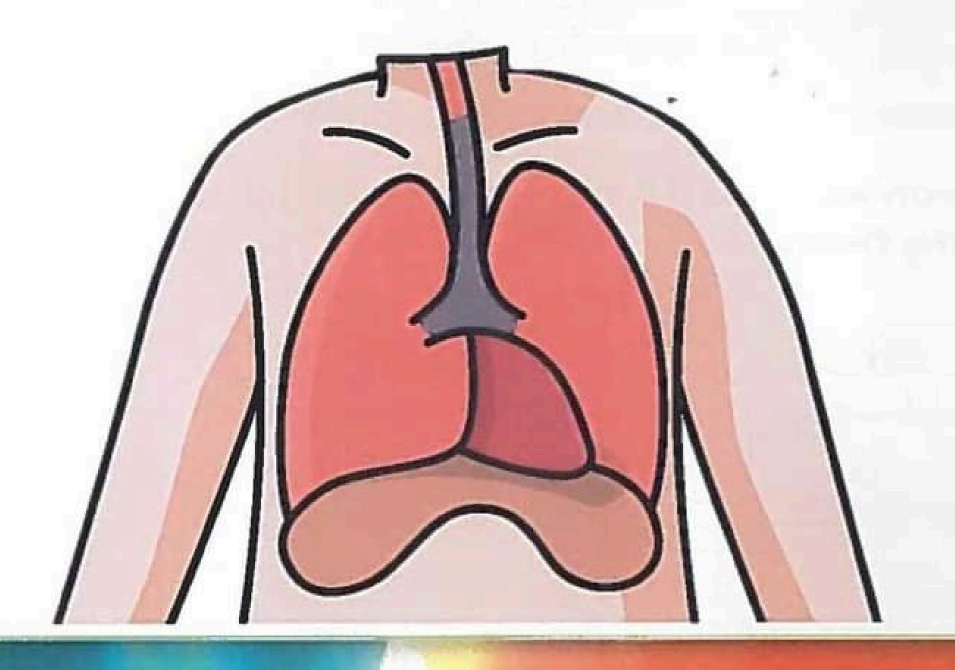
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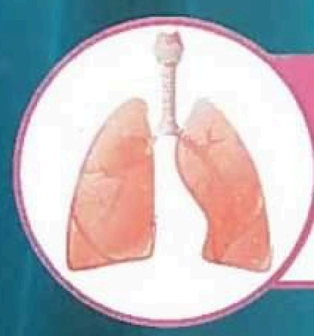


5 Look and match the descriptions to the words

1 pump
2 nose
3 lungs
4 diaphragm
5 breathe

a This is a **muscle** under the lungs.
b To move quickly from one place to another.
c To take in oxygen and give out carbon dioxide.
d This is in the center of the face.
e We have two of these. They are inside the body.





Did you know?

In our bodies, the right lung is larger than the left lung.

6 Read the text and put the sentences in the correct order

Our respiratory system

We use our **respiratory system** when we **breathe.** We need oxygen in our bodies.

We breathe in air through our mouth and nose. Our diaphragm goes down. It pulls air into our lungs.

In the lungs, the oxygen from the air goes into our blood. Our heart **pumps** this blood around our body. The diaphragm goes up. It pushes air with **carbon dioxide** out of our lungs. We breathe out.

- [ ] The diaphragm pulls air into our lungs.
- [ ] The diaphragm moves up and pushes the air out of our body.
- [ ] The heart pushes the blood around our body.



- [1] We breathe through our mouth or nose.
- [ ] The diaphragm goes down.
- [ ] When the air arrives in our lungs, the oxygen goes into our blood.

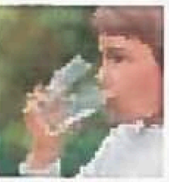
7 How can we have a healthy respiratory system? Look and match

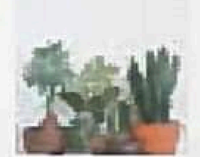
1 Stay away from smoke.

2 Exercise.

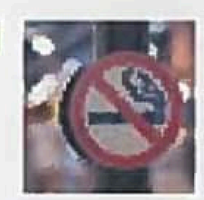
3 Put plants in your house.

4 Drink plenty of water.

a


b


c


d


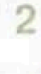


LESSON 3

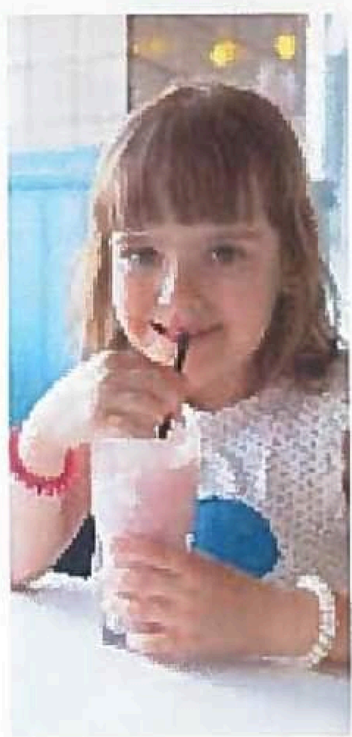
1 Work in pairs. Discuss these questions

1 Do you think you are healthy?
2 What healthy things do you do?

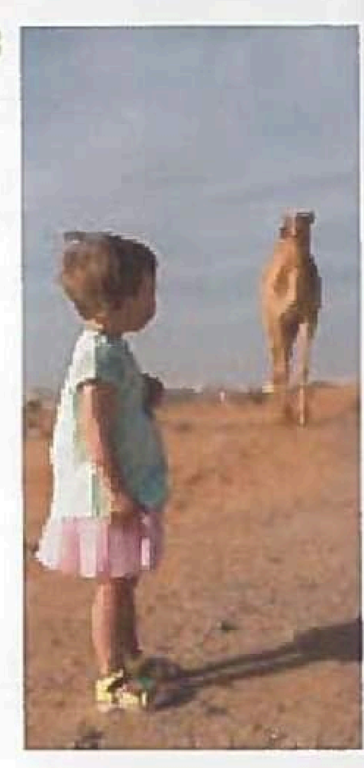




2 Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos

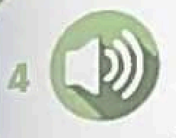
1 
____

2 
____

3 
____

3 Listen again and answer the questions

1 Who never drinks cola? ____________
2 Who plays football? ____________
3 Who doesn't eat candy? ____________

4  **Listen again and complete the sentences with *and* or *but***

1 I don't eat candy, ____________ I like fruit.
2 I drink cola, ____________ I want to drink more water
3 I play basketball ____________ I play football in the park.
4 Dad is a scientist ____________ he likes looking at animals and plants.
5 It's very interesting, ____________ it's very hot sometimes!
6 I love burgers, ____________ I only eat one a week.

LANGUAGE FOCUS




We use *and* to add two ideas together:

I eat vegetables **and** I exercise.



We use *but* to contrast two ideas:

I want to play football, **but** I hurt my leg.

5 **Write sentences with *and* or *but* about how you are being healthy. Share your sentences with a partner**

I practice basketball twice a week, and I walk home from school every day.

I love playing video games, but I only play them once a week.

UNIT 1

6 Read the health problems. Circle the correct answer *a* or *b*

1 Your friend has a **burn** on his/her hand.

a Hold the hand under cold water for 10 minutes.

b Put butter on the burn.



2 Your cousin cannot breathe. She is coughing

a Hit her on the arm.

b Hit her on the back.



3 Your brother **sprained** his foot.

a Ask him to jump.

b Press a cold bag of ice on his foot.





Think!

Why is it important to know about first aid?

Sprain (v): to twist one of the body joints



7 **Look, listen, and say**


scrape


band-aid


gloves

8 **Read and put the instructions in the correct order**

How we can help

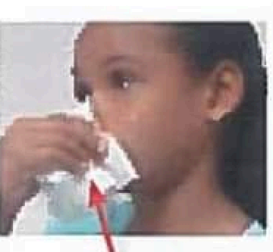
- [ ] Ask them to sit down.
- [1] Someone falls over and cuts their leg. Be a kind friend.
- [ ] The next day, wash the scrape with soap and water again. **Redo** the band-aid.
- [ ] Put on gloves.
- [ ] Wash the scrape with water and soap.
- [ ] Put on a band-aid.





9 **Listen and complete the instructions to help someone with a nosebleed**

1 Someone has a nosebleed. Be a kind friend.
2 ______________________.
3 ______________________.
4 Hold their __________.
5 Ask them to __________ through their mouth.
6 Continue pinching the nose for 5-10 minutes.





Find out

What is usually in a first-aid kit?

UNIT 1

LESSON 4



1 Look at the picture and say

Describe the picture. How do the girls feel?





2 Read and listen. What is a flapjack?

Talia learns to love flapjacks!

Talia and Suzanne are good friends. Talia is Egyptian and Suzanne is British. Their parents are friends too. They talk together a lot. They are sad when they say goodbye.

One day, Talia goes to Suzanne's apartment. Talia is excited, but she is a bit worried. What is British food? Will she like it?

Talia and her Mom arrive at Suzanne's family's apartment. Suzanne says, 'Please have some tea, Talia. Would you like a flapjack? My mom and I made them.'

Suzanne has a plate in her hands. On the plate there are big, square cookies. Talia looks at the flapjacks.

'Suzanne, I am very happy you made them for me, but what is a flapjack?' she asks.

Suzanne says, 'They are cookies. I make them with **oats**, butter, and honey. Try a little.'

Talia's mom smiles too. Talia tries a flapjack. It's delicious!

'I love it!' she says. 'How do you make them?'

Suzanne says, 'It's very easy. Next time you visit we can make them together!'

Talia says, 'What a great idea!'



3 **Work with a partner. Ask and answer**

1 Who are Talia and Suzanne?

2 Where are they?

4 **Read again and answer *T* (True) or *F* (False)**

1 Suzanne goes to Talia's family's apartment. ______

2 Suzanne is from Egypt. ______

3 Talia hates flapjacks. ______

4 Talia wants to make flapjacks. ______

5 You need apples to make flapjacks. ______



Think!

Is it important to try new things? Why?

Find out

This is ____________.
How do you make it? You need ____________ and ____________.

1 First, ____________

2 ____________

3 ____________

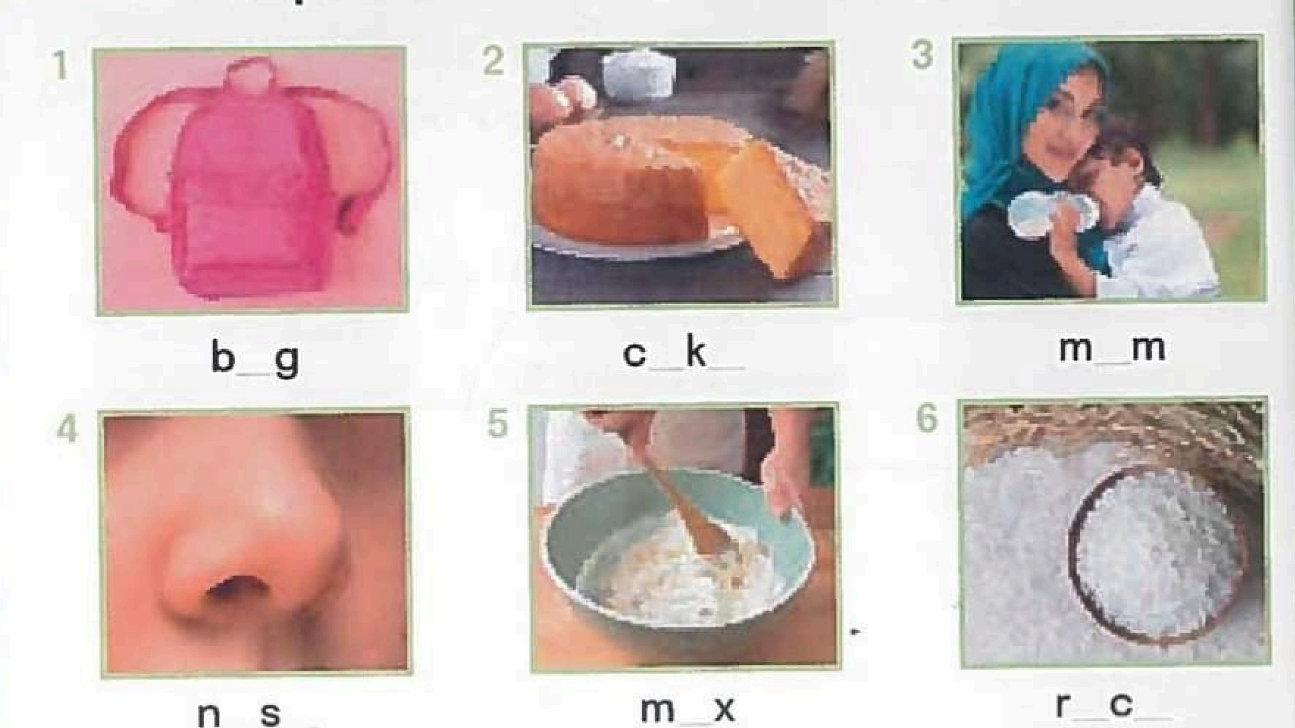
4 ____________

5 Eat the cake!

UNIT 1

PRONUNCIATION

5 Look at the pictures and complete the words



1 b_g
2 c_k_
3 m_m
4 n_s_
5 m_x
6 r_c_



6 Listen and check. Then say

7 Read and change the verbs with *re*

The prefix 're' means 'again'.

*The next day, wash the scrape with soap and water again. **Redo** the band-aid.*

1 He painted his house again. He repainted his house.

2 She cleaned her bike again.

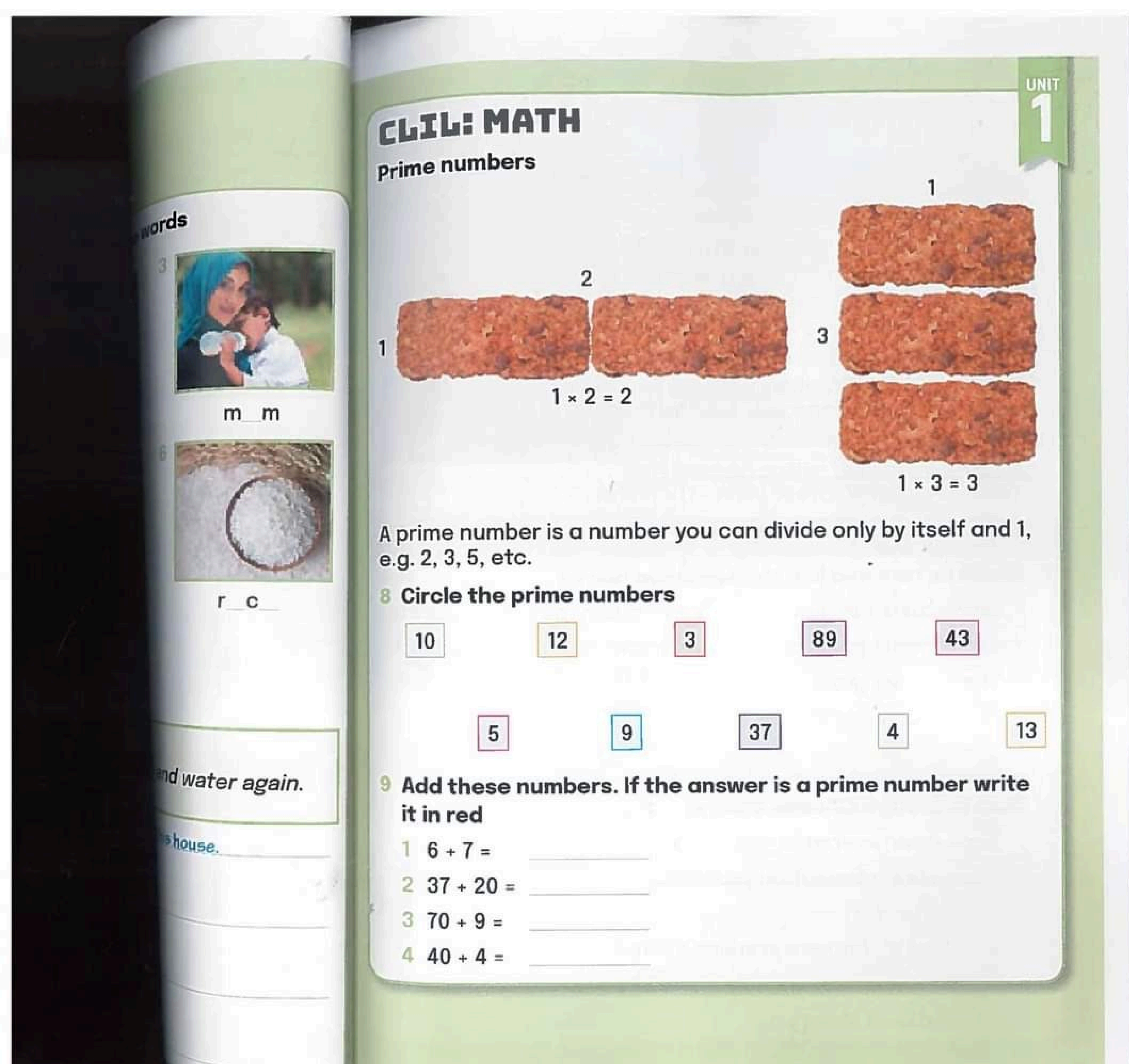
____

3 He made flapjacks again.

____

4 She did her homework again.

____



UNIT 1

CLIL: MATH

Prime numbers

A prime number is a number you can divide only by itself and 1, e.g. 2, 3, 5, etc.

8 Circle the prime numbers

10 12 3 89 43

5 9 37 4 13

9 Add these numbers. If the answer is a prime number write it in red

1 6 + 7 = ________

2 37 + 20 = ________

3 70 + 9 = ________

4 40 + 4 = ________

UNIT 1

LESSON 5



Food from Damietta governorate

The land in Damietta governorate is full of nutrients. The farmers can grow rice, tomatoes, potatoes, wheat, lemons, grapes, and guavas.

Fishermen catch thousands of fish in the sea. Cows, goats, and sheep live in Damietta governorate too. Domiati cheese is very famous.

About one and a half million people live in this part of Egypt. Life is good in Damietta!

1 Read the text and join the sentence halves

1 Damietta is famous
2 The animals you see
3 The farmers grow
4 About 1.5 million Egyptians

a live in Damietta governorate.
b tomatoes, potatoes, wheat, lemons, and guavas.
c for Domiati cheese.
d in Damieta are goats, cows and sheep.

2 Work in groups. Choose another governorate

1 Write down everything you know about the place.
2 Think what information you need.
- Where is it?
- What do farmers produce there?
- What food comes from there?
- Who lives there?

UNIT 1

3 **Do some research and write what you learned**

K What I Know	W What I Want to know	L What I Learned
Farmers in Minya grow sugar cane.		

4 **Decide how you will present your information, e.g. poster, Powerpoint, etc.**

- Write your text
- Draw or glue your pictures

5 **Choose part of the presentation for everyone in the group. Complete the table below**

Name	Introduction
Name	Topic 1 ________
Name	Topic 2 ________
Name	Topic 3 ________
Name	Final points

UNIT 1

LESSON 6

PRESENTATION

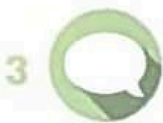


1 **Practice your presentation with your group**

- Speak loudly so everyone can hear you.
- Show your poster or Powerpoint presentation.

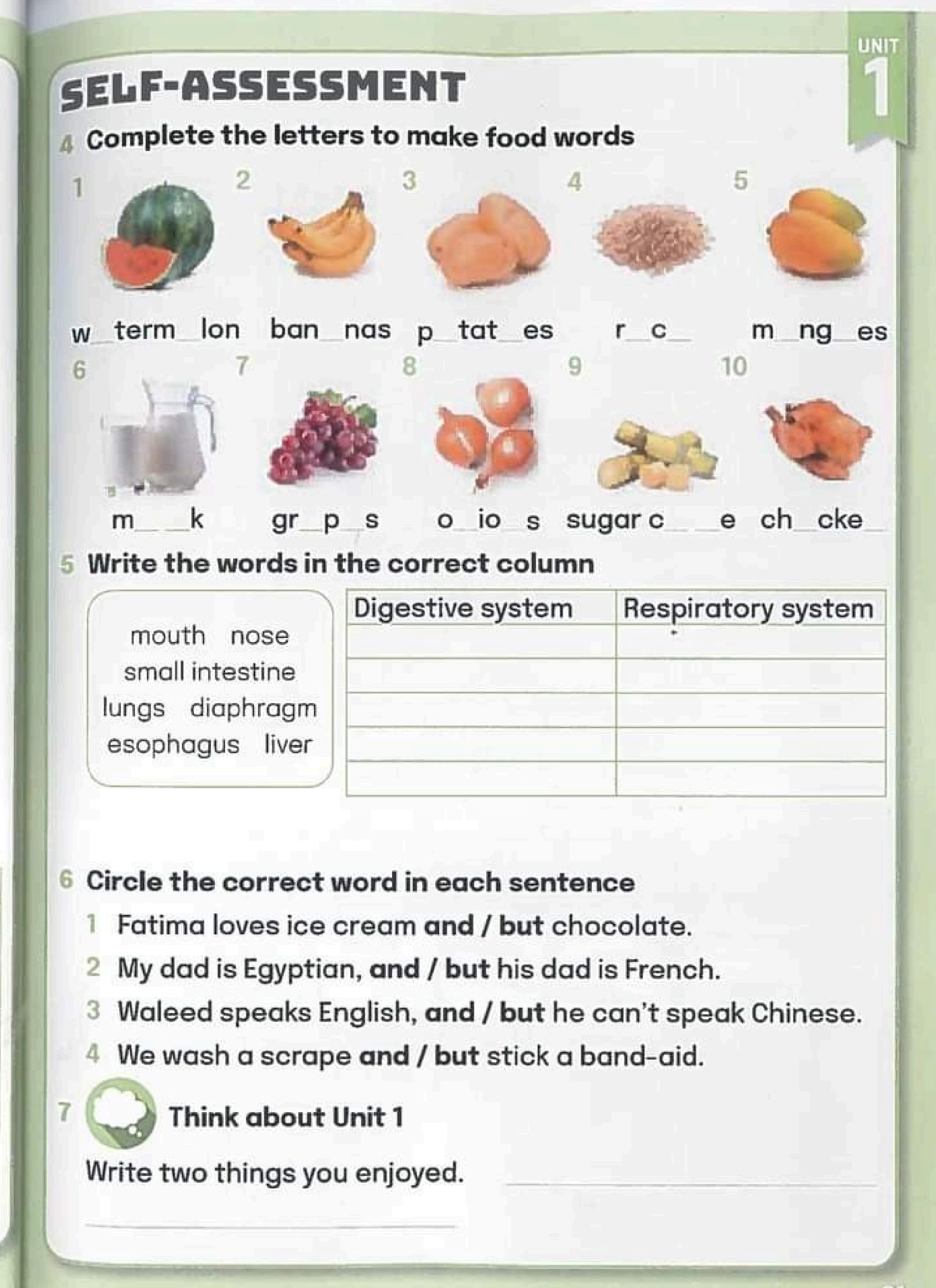
2 **Show your presentation to the class**





3 **Listen and write. Share your ideas**

	Group 1	Group 2	Group 3	Group 4
What was interesting?				
What did you learn?				
Did everyone in the group speak?				



Group 4

SELF-ASSESSMENT

4 Complete the letters to make food words

1 w_term_lon
2 ban_nas
3 p_tat_es
4 r_c_
5 m_ng_es
6 m__k
7 gr_p_s
8 o_io_s
9 sugar c__e
10 ch_cke_

5 Write the words in the correct column

mouth nose
small intestine
lungs diaphragm
esophagus liver

Digestive system	Respiratory system

6 Circle the correct word in each sentence

1 Fatima loves ice cream **and / but** chocolate.
2 My dad is Egyptian, **and / but** his dad is French.
3 Waleed speaks English, **and / but** he can't speak Chinese.
4 We wash a scrape **and / but** stick a band-aid.

7 Think about Unit 1

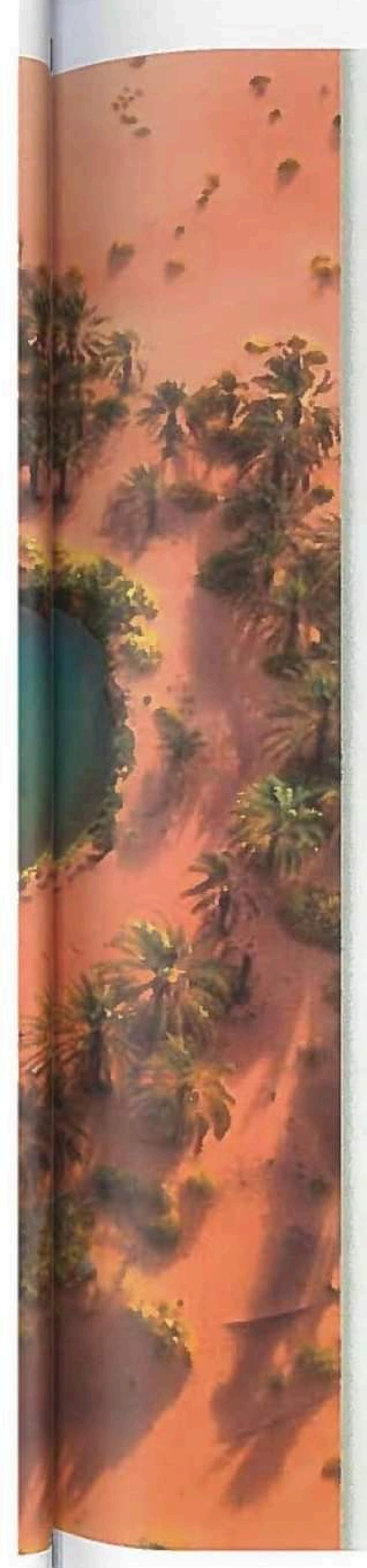
Write two things you enjoyed. ____________________

____

UNIT 2

An oasis in the Sahara

Desert Animals



UNIT 2

In this unit I will ...

- listen, read, research, and write about desert animals.
- practice making comparisons.
- listen to a short story.
- learn about the difference between the /p/ and /b/ sounds.
- write a fact file.
- research and make a poster.



Look, discuss, and share

What is this place? Which animals live here?

Did you know?

The Sahara Desert covers large parts of ten countries in Africa. It is very big, but Antarctica is bigger!



Find out

How big are the Sahara Desert and Antarctica? What kind of animals live in both? Share your answers with your partner.



UNIT 2

LESSON 1
ANIMALS IN EGYPT

1  **Listen and read**

Tarek, Mom, and Sara

Mom: Look at all these animals that live in our country.

Sara: Look at the crocodile, it's **huge**!

Tarek: Huge and **scary**!

Sara: I think the spider is scarier.

Mom: Yeah, but spiders are very **helpful**. They eat insects. Farmers like spiders.

Sara: Ok, what about the snake and the crocodile? They're **dangerous**, aren't they?

Mom: Yes, that's true, but they do a very important job. They eat insects, birds and lizards. This **controls** the number of these small animals.

Tarek: Eagles do the same job.

Sara: The pelican eats small fish.

Mom: You're right! We sometimes think some animals are scary or ugly, but they are all important.

2 **Listen again and answer**

1 Does Tarek like crocodiles? ____________

2 What do snakes and crocodiles eat? ____________

3 Why do farmers like spiders? ____________

4 What does the verb control mean?

a make the number of animals bigger.

b make the number of animals fewer.



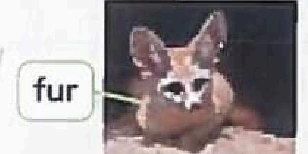
3 Listen and say. Then write

eagle fennec

1 ________



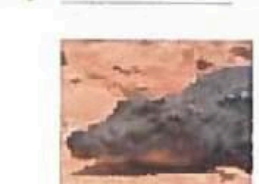
2 ________



3 ________



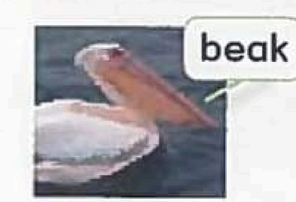
4 ________



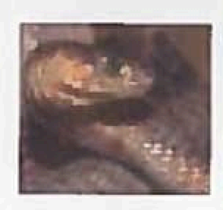
5 ________



6 ________



7 ________





4 Listen again and answer

Which animals do Tarek and Sara not talk about? ________



5 What do you think?

I think crocodiles are scary, but they control the numbers of small animals.

1 Which animals are scary?
2 Which animals are dangerous?
3 Which animals are cute?
4 Only cute animals are important. Do you agree?



UNIT 2

LESSON 2
CLIL: SCIENCE

1 **Work in pairs. Discuss these questions**

1 What Egyptian desert animals do you know?
2 Is it easy to live in the desert? Why? What problems do animals have?

2 **Look quickly at the fact files and answer**

1 Which animal is dangerous for people?
2 Which animal can fly?
3 Which animal lives for forty years?

Animal fact file

Fennec Fox

Where does it live?	In the deserts of North Africa
How tall is it?	20 centimeters
How heavy is it?	about 1 kilogram
How long is it?	about 30 centimeters
What does it eat?	insects, small lizards, mice

The fennec fox lives in the desert. It's smaller than other foxes. Its ears are big, really big! The fennec fox needs big ears to hear insects and small animals. During the day, it's hot in the desert. The fox loses heat from its ears. At night it's cold. The fox's thick fur keeps it warm.



Animal fact file

Steppe Eagle

How long does it live?	around 40 years
How heavy is it?	around 3 kilograms
How long is it?	from wing to wing around 170 centimeters

Look at the eagle flying. It's beautiful, isn't it? The steppe eagle travels from Europe to Africa in winter. It lives in very big, open areas.

It eats other birds, small **mammals** and rabbits. When it opens its wings, it's longer than you! The **female** is bigger and heavier than the **male**.

3 **Read the fact files. Say one fact about each animal**

A fennec fox is 30 centimeters long.

UNIT 2

4 **Read the fact files again. Choose the best answer**

1 Why does the fennec fox have big ears?

a So other animals can see it.

b So it can hear small animals and insects.

2 W hy do you think the steppe eagle travels from Europe to Africa in winter?

a Because Africa is bigger than Europe.

b Because Africa is warmer than Europe.



5 **What did you learn? Work with a partner. Ask and answer**







Think!

Which animals scare you? Can you say why?

…e best answer

…ars?

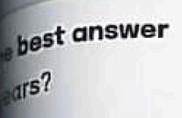
…insects.

…travels from

…ope.

…rope.

…rtner.



…ats insects, …all lizards, …and mice.

…hy?

6 Think and write

1



Look at the snake. What is it doing? How does it feel? Why?

The snake is lifting its head up. It probably feels scared because it has just seen someone or something.

2



Look at the eagle flying. What can it see? How does it feel?

UNIT 2

LESSON 3





1 **What do you know about camels? Discuss with your partner**

2 **Read about camels and check your answers. What is surprising about camels?**

Camels are **amazing**! They're **beautiful**, strong animals. They help us to carry things and people across the desert. Their milk is **delicious**. We can use their fur to make socks!

They're very **intelligent** and can understand lots of words.

Camels are **perfect** for the desert. Here's why:



They have **large, flat feet** so they can walk on the sand.



Healthy camels don't need to drink water often.



They have special ways to close their noses and eyes to stop the sand from coming in.

But be careful! Camels are very noisy and they can get angry.

3 Look at the fact file and read the differences between horses and camels

	Horse	Camel
How tall is it?	157-173 cm	180 cm
How heavy is it?	380-550 kg	600-1000 kg
How fast is it?	44 kph	40 kph
How strong is it?	around 80 kg	170-200 kg
How long does it live?	25 years	40 years

Horses have large, beautiful eyes.



Horses have strong teeth. They like to eat grass and drink fresh water.



4 Read and answer *T* (True) or *F* (False)

1 Horses are slower than camels. F
2 Camels are taller than horses. ___
3 Horses are heavier than camels. ___
4 Horses are stronger than camels. ___
5 Camels live longer than horses. ___

UNIT 2

5 Complete the table

tall	taller
	heavier
fast	
	bigger
beautiful	beautiful
delicious	delicious
	shorter

LANGUAGE FOCUS





A mouse is **smaller** than an elephant.

To make a comparative adjective, we add *-er* to the adjective.
strong - strong**er**
old - old**er**

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end
thin - thin**ner**
That snake is **thinner** than this snake.

Adjectives that end in *-y*
noisy - nois**ier**
Parrots are **noisier** than spiders.

Adjectives that end in *-e*
nice - nice**r**
Is the new hotel **nicer** than the old hotel?

6 **Write sentences to compare these animals**

1 (snake / fox / dangerous)

A snake is more dangerous than a fox.

2 (pelican's beak / eagle's beak / long)

3 (elephant / hippo / big)

4 (giraffe / horse / tall)

5 (spider / snake / scary)

6 (camel / fennec fox / small)



Think!

What do you think? Are camels more beautiful than horses?

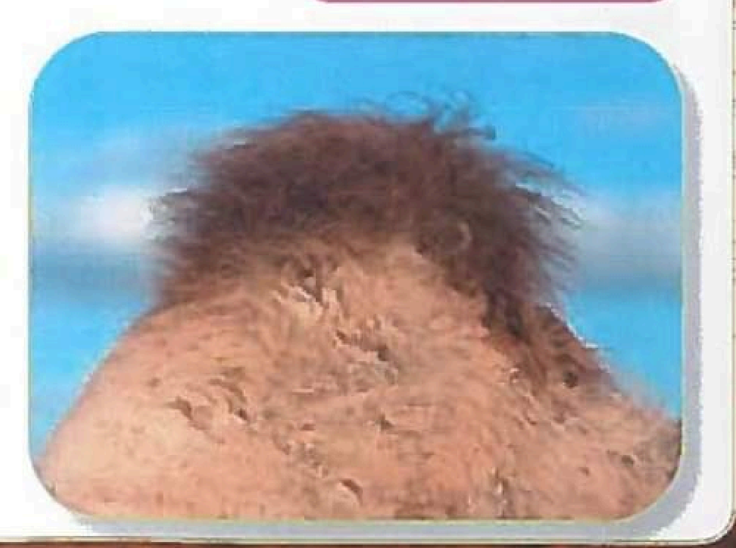


Find out

What's in a camel's hump?

Tip!

Long adjectives stay as they are, but we add *more* or *less*.



UNIT 2

LESSON 4





1 **Look at the pictures and say**

Describe the bear.

Describe the pelican.

Why does the bear look angry?



2 **Read and listen. Where is the fish at the end of the story?**

The Pelican and the Bear

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.

The bear reaches for the fish. It lifts its paw.

The pelican opens its beak. It is ready to take the fish out of the water.

The bear sees the pelican. The pelican sees the bear.

'Excuse me,' the pelican says, 'that's my fish.'

The bear is surprised and angry. 'Pelican, look at my claws. Now look at my teeth. That's my fish.'

The pelican looks scared. 'I'm sorry, Bear,' it whispers.

The bear is bigger and stronger than the pelican. The bear licks its paw. The bear is happy because it has a big fish for dinner.

Then the bear looks down. Oh no! It can't see the fish. It can't see the pelican.

'Pelican, where are you?' Bear shouts.

There is no pelican. But he can hear the happy pelican flying away.



3  **Work with a partner. Ask and answer**

1 Is the pelican scared of the bear? Why?
2 Why does the bear lick his paw?
3 Why is the pelican flying away?
4 What does the pelican want?

4  **Do you like the story? Explain your answer.**

fun interesting ok boring I don't understand

5  **Think and Write**

1 Which animal is stronger, the bear or the pelican? Why?

____

____

2 Which animal is more intelligent, the bear or the pelican? Why? ______________________________

____



Think!

Work with a partner. Read and choose.

a It's the bear's fish. b It's the pelican's fish.

Complete the sentences.

I think the pelican / bear is right because

____

______________________________.

I think the pelican / bear is wrong because

____

______________________________.

UNIT 2

PRONUNCIATION

6 **Match**

bird pea bear pin









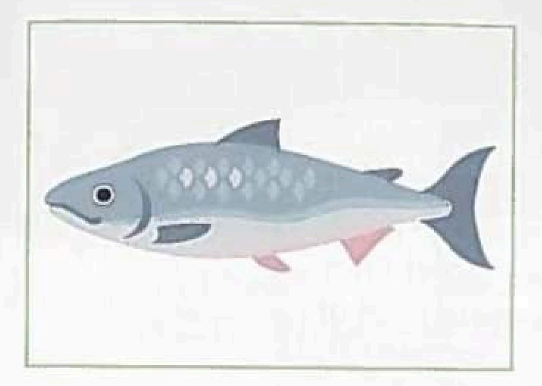

pelican pear beak bee

7  **Write the words in the correct column. Listen and check**

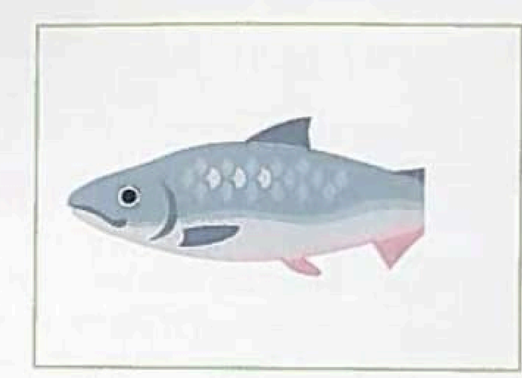
/p/	/b/
pelican	

CLIL: MATH

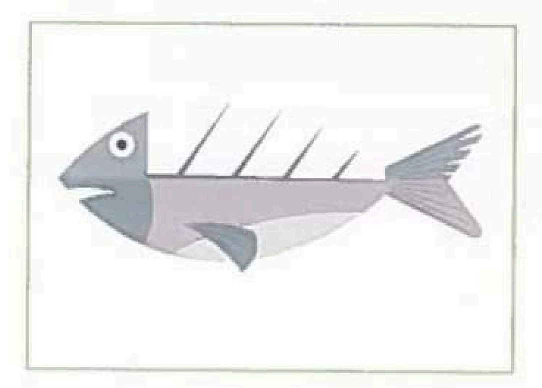
8 **Look and write. How much fish is there?**



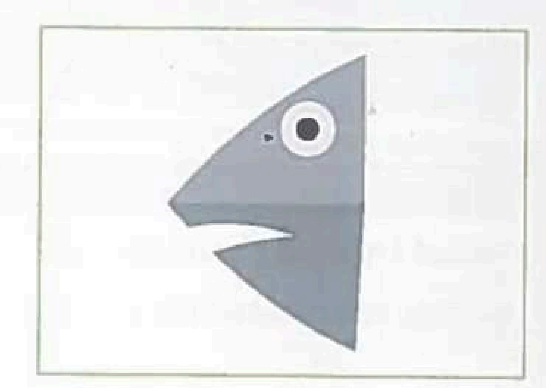
$\frac{___}{100}$ = 1.00



$\frac{75}{100}$ = ______



$\frac{50}{100}$ = 0.50



$\frac{___}{100}$ = ______

9  **Listen and check your answers**



Find out

Abu'l Hasan Ahmad ibn Ibrahim Al Uqlidisi was a mathematician. He wrote a book about decimals. When did he write this book?

UNIT 2

LESSON 5

Animal fact file

Aardvarks

Aardvarks look very strange. They have big ears and a long nose. They use their very strong paws and claws to dig for food. They use their long **tongues** to eat ants. Aardvarks sleep during the day. They **hunt** for food at night. Aardvarks live in many parts of Africa. Aardvarks can close their noses to stop the dust from going in.

How long is an aardvak's tongue?	20-30 cm
How heavy is an aardvark?	50-80 kg
How fast can it dig a hole?	about 0.5 m in 15 secs
How long does it live?	about 23 years

1 **Read the text quickly and answer *T* (True) or *F* (False)**

1 Aardvaks use their ears to dig holes. F

2 Aardvarks sleep during the day.

3 Aardvarks eat mice.

4 An aardvark's tongue is longer than your tongue.

5 Aardvarks live in Africa.

2 **Think about an animal you like. Look at the chart and find out**

1 Write down everything you know about the animal.

2 Think what information you need.

- What do they eat?
- Where do they live?
- How big are they?
- Why are they special?

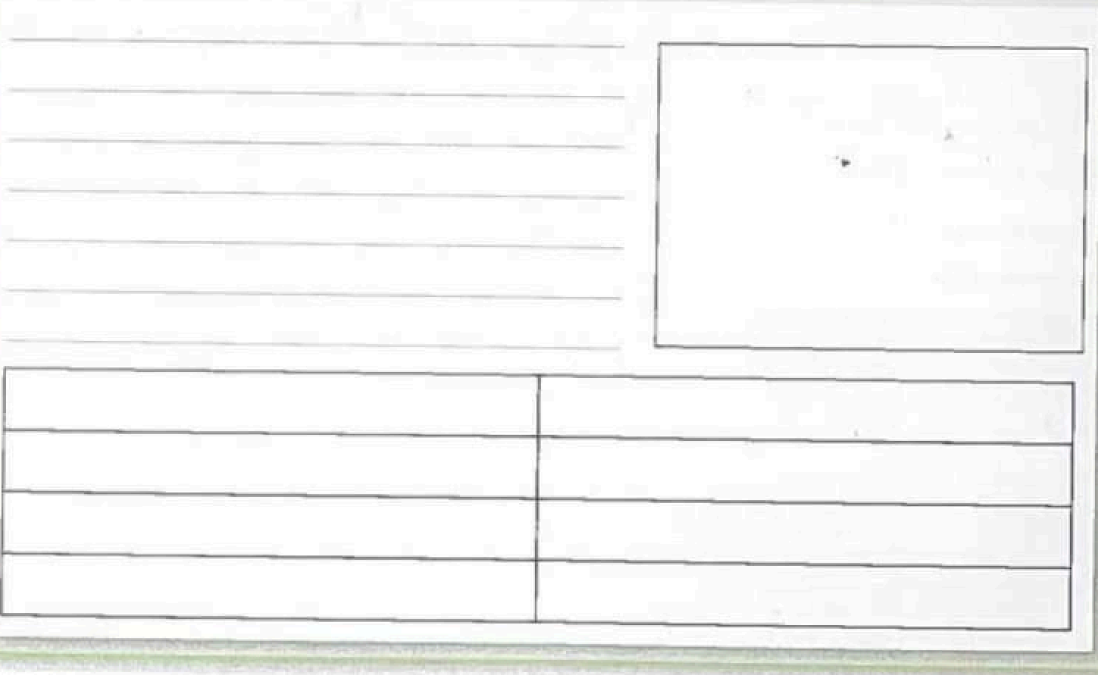
3 **Do some research and write what you learned**

K What I Know	W What I Want to know	L What I Learned
Dolphins are not dangerous. They are mammals not fish.		

4 **Use the information from the chart and write about your animal**

Make sure to include interesting facts about the animal. Look at the fact file on page 46 for ideas.

Animal fact file



5 **Finish and check**

Find or draw a picture for your fact file.

Did you answer all the questions in Exercise 2?



This is my fact file. What do you think?



6 **Work with a partner. Show your fact file. Ask for their opinion**

UNIT 2

LESSON 6

A POSTER ABOUT AN UNPOPULAR ANIMAL

1 **Work in groups. Think and research**

Find an animal that is not popular.

- Where does it live?
- Why isn't it popular?
- What does it eat?
- Why is it special?

2 **Read and do**

1 Draw or find some pictures you can use.

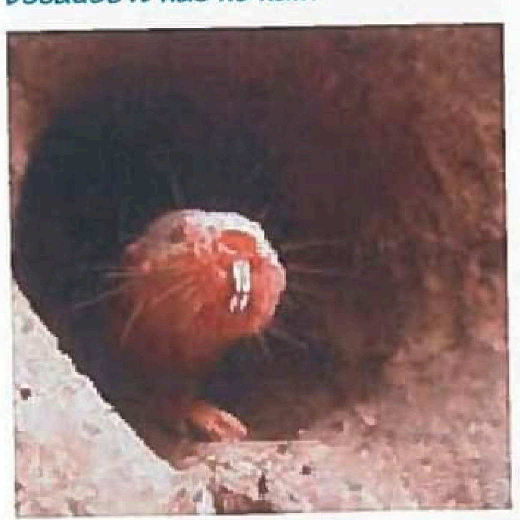
2 Make your poster.

Naked Mole Rat

The naked mole rat lives in eastern Africa.
It has big teeth and no hair.

It can't control its body **temperature** because it has no hair.





But there are two things that make the mole rat special:

1 It doesn't get ill.

2 It lives for a very long time (31 years).

Scientists want to learn all about mole rats. They're not cute animals, but they are amazing!

3 **Present**

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

UNIT 2

SELF-ASSESSMENT

4 **Do you remember the names for these animals and parts of the body? Look and write**

1 ______ 2 ______ 3 ______ 4 ______ 5 ______

6 ______ 7 ______ 8 ______ 9 ______ 10 ______



5 **Make comparisons. Use the adjectives to help you**

1 cat / mouse (heavy) *The cat is heavier than the mouse.*
2 giraffe / lion (dangerous) ______
3 $\frac{50}{100}$ / 0.75 (big) ______
4 cell phone / laptop (small) ______
5 car / bike (fast) ______

6 **Do you remember? Read and write**

1 What do pelicans eat? ______
2 Why is a camel's foot special? ______
3 Why do aardvarks have long tongues?
______

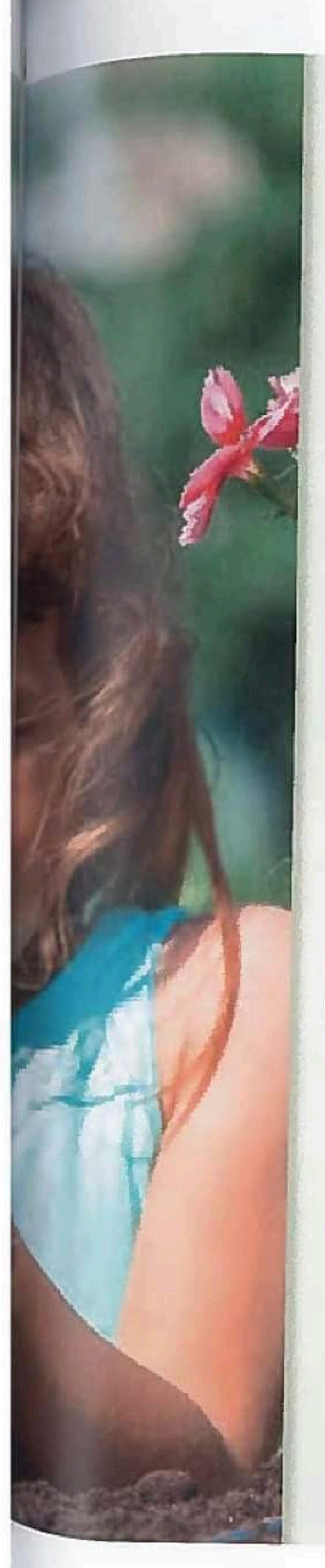
7  **Think about Unit 2**

Write two things you enjoyed.
______
______

Write two things you learned.
______
______

UNIT 3

Why are plants green?



UNIT 3

In this unit I will ...

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- write the life stages of a sunflower.
- research and write a report.



Look, discuss, and share

Where is the girl?

What is she doing? Why?

Why do we grow plants?



Did you know?

Did you know that we eat this seed? Chocolate comes from this plant.



Find out

What other seeds can we eat?

Share your answers with your partner.

LESSON 1
PLANTS AND SEEDS

1  **Listen and read**

Dad: Come and look!

Seleem: What is it, Dad?

Dad: Our tomato plants are growing on the balcony! Look, can you see the **leaves** and the **flowers**?

Seleem: Oh yes, but why are the tomatoes green?

Dad: Tomatoes are green before they are red.

Seleem: How do we grow new tomatoes?

Dad: Tomatoes have **seeds** inside. We can take the seeds and grow new tomatoes! We plant a seed and the plant grows. That is called **germination.** We **water** the plant every day and the **roots** grow under the soil. The plant grows flowers and the flowers become tomatoes.

Seleem: That's awesome! And I **found** a red tomato! Let's have it for lunch!

2  **Listen again and answer the questions**

1 Where are Dad and Seleem? ____________

2 What are they talking about? ____________

3 What do they want to do next? ____________

UNIT 3



3 **Listen and say. Then match**

1 leaf

2 soil

3 root

4 shoot

5 seeds

6 flower

a

b

c

d

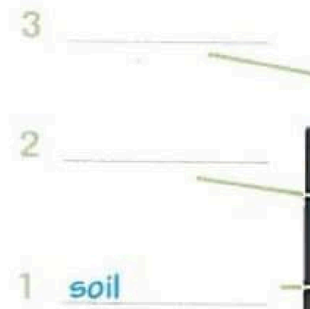
e

f

4 **Look and complete**

leaf   roots   seed   shoot   ~~soil~~

The germination process





3 ____________

2 ____________

1 soil

4 ____________

5 ____________



5 **Listen and check**

6 **Work in pairs. Answer the question**

Why can a plant die?

UNIT 3

4 Look and say

- Compare the daisy and the rose
- Compare the rose and the sunflower

tall beautiful colorful



sunflower



rose



daisy

The rose is taller than the daisy. The daisy is more colorful than the rose.



5 Look at the fact file and read the differences between the flowers

	daisy	rose	sunflower
How big is the flower?	2.5–5 cm	about 6 cm	7.5–15 cm
How tall is it?	10 cm	60 cm	1–3.5 m
How long does it live?	around 6 days	around 10 days	around 2 weeks
How heavy is it?	around 20 g	around 50 g	around 200 g

6 Read and answer *T* (True) or *F* (False)

1. The rose is smaller than the daisy. ☐
2. The sunflower is taller than the daisy. ☐
3. The sunflower is the biggest flower. ☐
4. The rose lives the longest. ☐
5. The daisy is the heaviest. ☐

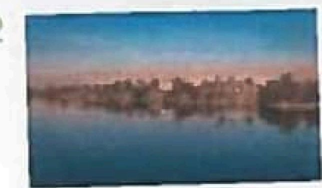
UNIT 3

LESSON 2
PLANTS IN EGYPT

1 Read about plant habitats and label the photos

1

____

2

____

3

____

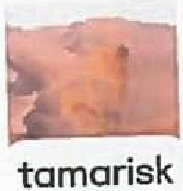
Agricultural habitat
Farmers work here. They grow food for us to eat.

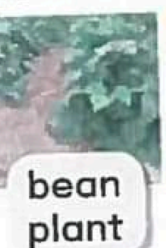
Rivers and lakes
Plants near rivers and lakes need a lot of water.

Desert habitat
There is not much rain here. Plants that live in the desert do not need a lot of water.

2 Where do these plants live? Complete the table

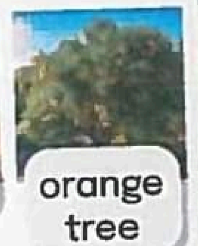

lotus flower


tamarisk


bean plant


reed


acacia


orange tree

River or lake	Agricultural	Desert
1 lotus flower	3	5
2	4	6

3 Work with a partner. Discuss these questions

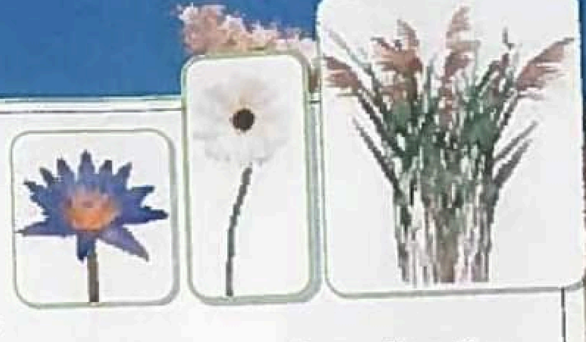
1 Where do you live?

2 Is where you live a desert or agricultural habitat? Is there a river or lake?

3 Which plants grow where you live?

UNIT 3

LANGUAGE FOCUS



A daisy is **taller** than a lotus flower. A reed is **taller** than a daisy. A reed is **the tallest** plant.

To make a superlative adjective we add *-est* to the adjective.

tall - taller - the tallest

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end

big - bigg**er** - the bigg**est**

My cat is **the biggest** on our street.

Adjectives that end in *-e*

nice - nice**r** - the nice**st**

My city is **the nicest** place to live.

Long adjectives

beautiful - more beautiful - the most beautiful

I think a rose is **the most beautiful** flower.

Adjectives that end in *-y*

heavy - heav**ier** - the heav**iest**

I have **the heaviest** suitcase.

7 **Complete the table**

1 ______	taller	the tallest
big	2 ______	3 ______
heavy	4 ______	the heaviest
5 ______	6 ______	the most beautiful

8 Write sentences to compare these plants and animals

1 (cat / snake / fox)

A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

2 (corn / bean / egg plant)

3 (strawberry / orange/ lemon)

4 (bee / beetle / butterfly)

9 What's the most beautiful flower? Ask and answer

Find out

Why do farmers grow sunflowers? What do sunflowers produce?



UNIT 3

LESSON 3
CLIL: SCIENCE

1 Read and number

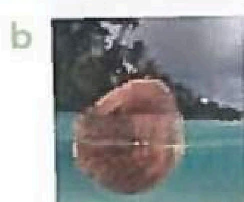
1 [d] A plant produces **pollen** in a flower. It uses pollen to make new seeds. The seeds travel away from the plant. The seeds need a new place to grow.

2 [ ] Some seeds can move in the wind. These seeds are very light.

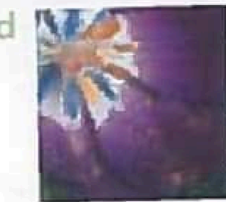
3 [ ] Some seeds can stick to an animal's fur. The animals move and take the seeds with them.

4 [ ] Other seeds can float on water to find a new place to grow. These seeds are usually big and light.

a


b


c


d


2 Work in pairs. Discuss these questions. Listen and check

How do seeds move to new places?

Why do seeds move to new places?

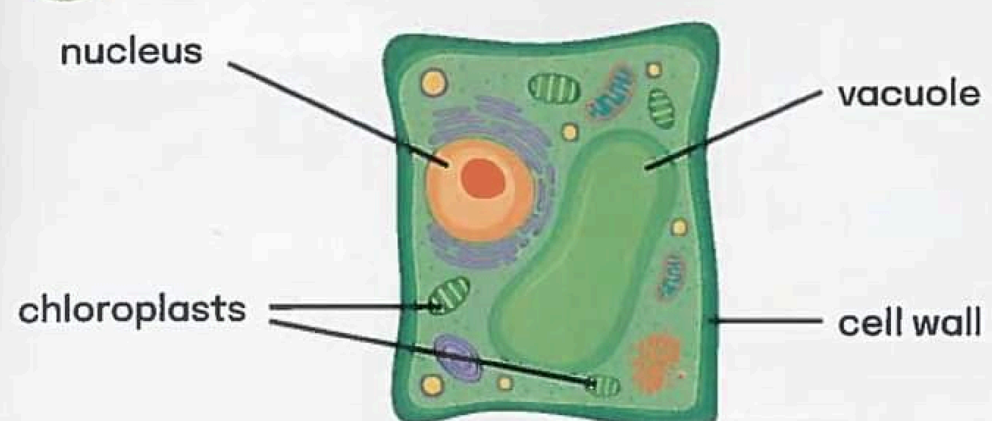
3 Look and circle

- Circle in blue: seeds which travel by air
- Circle in red: seeds which travel on animals
- Circle in green: seeds which travel by water

1 2 3 4 5 6

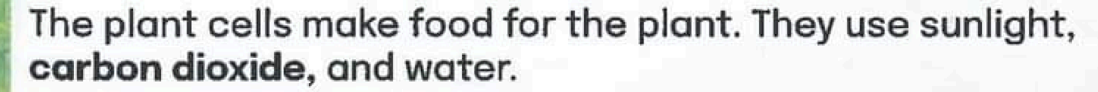


4 Look, listen, and read. Is a plant cell big or small?



A plant is made of millions of cells. The plant cells are very, very small. You can only see them with a **microscope.**

There are 4 important parts in a plant cell. The most important **DNA information** for the plant is in the **nucleus.** The biggest part in the cell is the **vacuole.** There is water in the vacuole. The **cell wall** is the outside of the cell. **Chloroplasts** make the plant green.



The plant cells make food for the plant. They use sunlight, **carbon dioxide,** and water.

5 Read the text again. Choose *a* or *b*

1 What is in the nucleus?
   a Gases, like oxygen and carbon dioxide.
   b Information about the plant.

2 What is in the vacuole?
   a chloroplasts   b water

3 Why do you think the cell wall is important?
   a It protects the cell.
   b It It makes the cell green.

6 Look, read, and complete

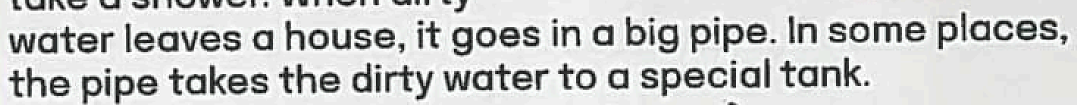
clean homes reeds roots wash water

How can reeds clean water?

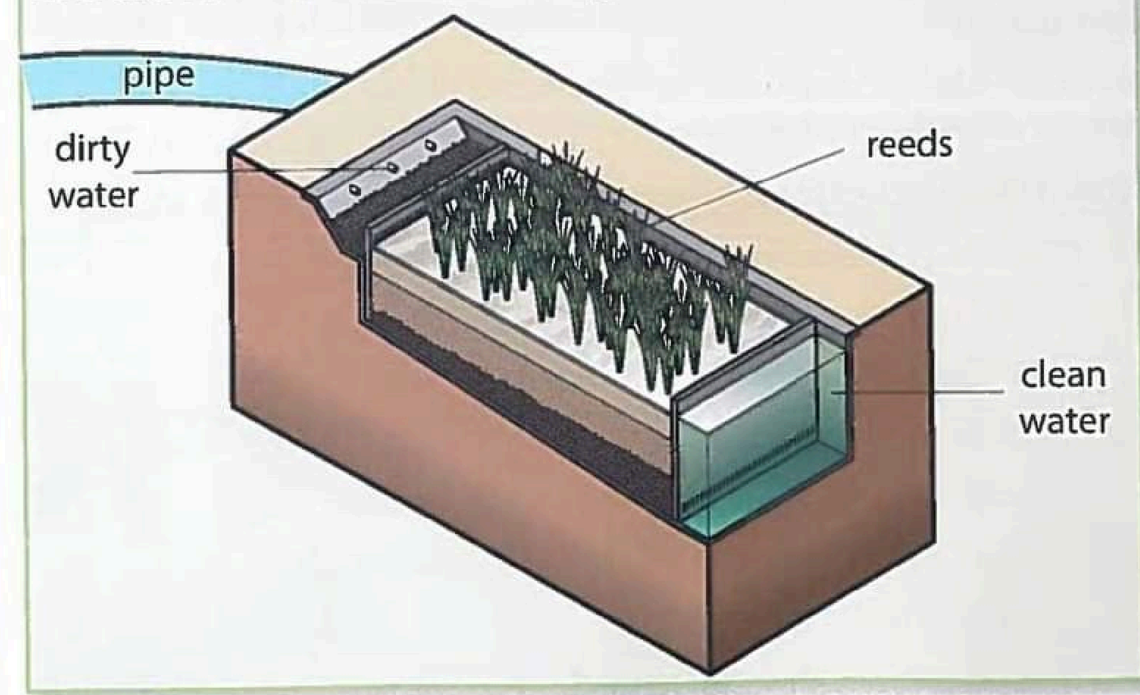
Plants can help us in many ways. For example, some plants can 1 *clean* ________ dirty water.

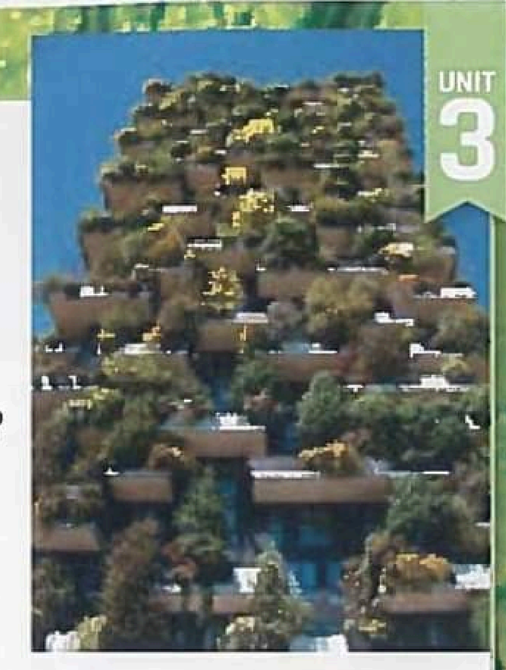
reeds

We use water in our 2 ________ for many things. We cook with water, 3 ________ our hands, and take a shower. When dirty water leaves a house, it goes in a big pipe. In some places, the pipe takes the dirty water to a special tank.



At the top of the tank, there are 4 ________. The 5 ________ of the reeds clean the water. The plant cells in the roots make nutrients for the plant. Farmers can use the clean 6 ________ to grow fruit and vegetables.





7 **Look, ask, and answer**

1 Look at the photo, what can you see?

2 Why do people grow plants near their homes?

3 Do you have plants in your home? Why?

8  **Read and listen to the text. How do plants make the air clean?**

How plants clean air

People need oxygen so we can breathe. In our cities, the air is **polluted** because of factories and cars. There is a lot of carbon dioxide in the air.

Plants take carbon dioxide from the air. The plant cells need carbon dioxide to make nutrients for the plant. The plants also make oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

9 **Read the text again. Match the words with the definitions**

1 polluted	a a gas in the air that people need to breathe
2 oxygen	b a gas in the air that plants use to make their food.
3 carbon dioxide	c dirty from factories and cars



LESSON 4

1 Look at the photos. What can you see? What do you think the story is about?







2 Read and listen. Who is Lucas?

Lucas and his farm

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very **dry**. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted **millions** of seeds. They used rainwater to water the seeds. They needed about **a billion** liters of water a year. They used plants to clean the water.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers. They sold their fruit and animals.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.

UNIT 3

3 Work with a partner. Answer the questions

1 Why did Lucas's grandparents plant seeds?

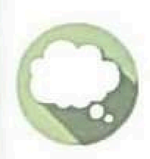
____

2 How did Lucas's grandparents change the land?

____

3 Why do you think Lucas likes the farm?

____



4 Do you like the story? Explain your answer

boring OK interesting I don't understand

5 Work with a partner. Why is it important to turn desert land into farmland?

Think!

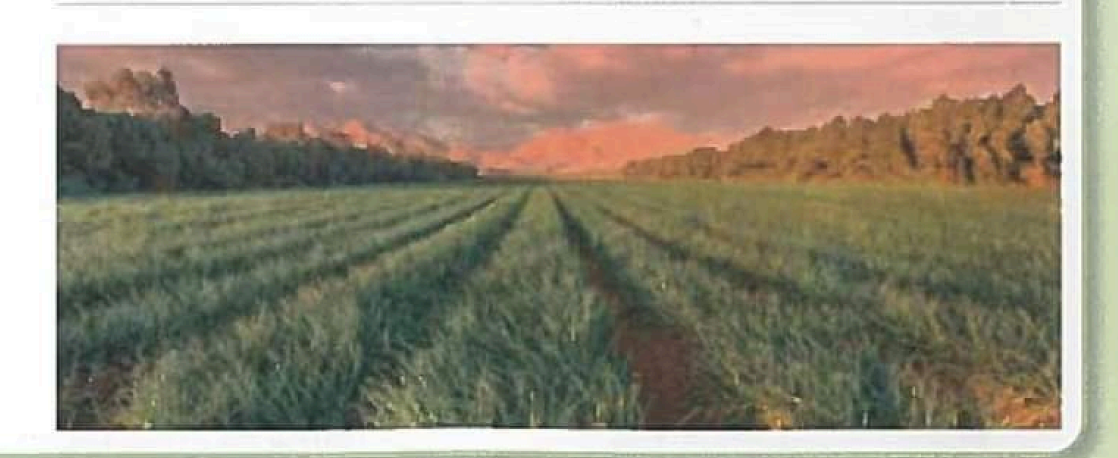
Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?

Complete the sentence:

Farms are good for the land because ______________________________

____

____



UNIT 3

CLIL: MATH

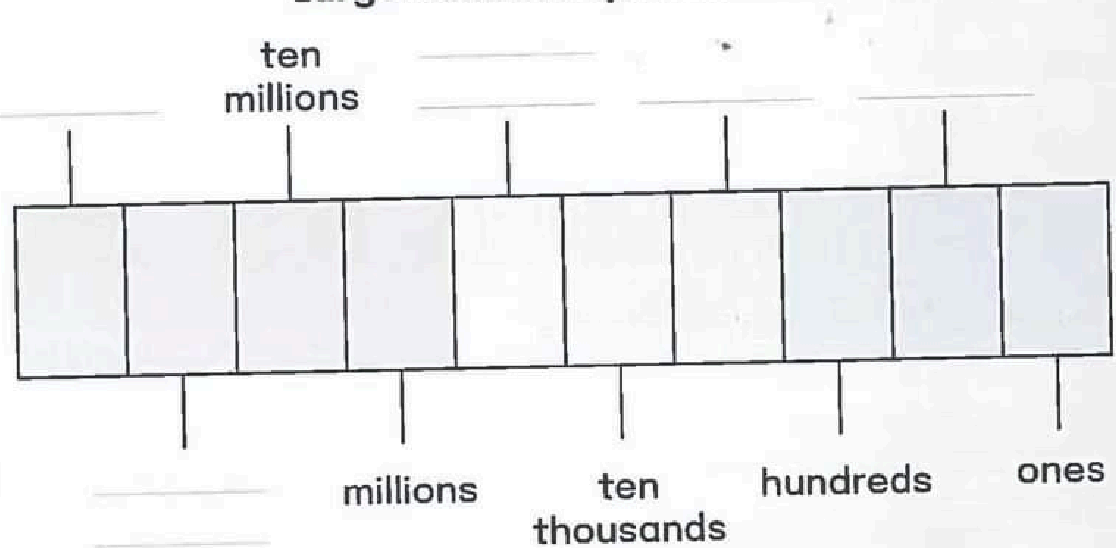


A billion is a thousand million: 1,000,000,000.

6 Look and label the diagram with the correct numbers

billions hundred millions hundred thousands tens thousands

Large numbers up to billions



7 Read and match

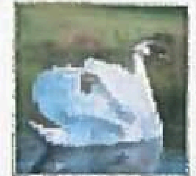
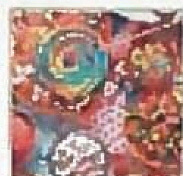
1 1,000,000,000
2 100, 000,000
3 1,000
4 100,000
5 10,000

a a thousand
b ten thousand
c a billion
d a hundred million
e a hundred thousand

PRONUNCIATION

8 Match

swim | slice | swan | slippers

1 
2 
3 
4 
5 
6 
7 
8 

sweet | sweep | sleep | switch

9  **Listen, check, and say**

10 **We use the suffix -*ful* at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary**

beautiful
careful
colorful
helpful
useful

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	l	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

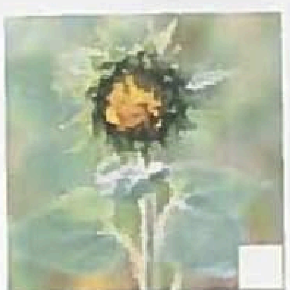
UNIT 3

LESSON 5

1 Look and order the life stages of a sunflower

a

b


c

d

e


f


2 Complete the sentences about the life stages of a sunflower with the words in the box

After	After that	Finally	First	Next

1 ________, you plant the sunflower seed in soil. You put it in sunlight and water it.

2 ________, the seed germinates and it starts to grow roots under the soil.

3 ________, the shoot grows above the soil. It grows leaves. It gets taller.

4 ________, about 4 months, the sunflower opens and faces the sun.

5 ________ the sunflower dies and drops its seeds. The process begins again.

3  **Listen and check**

4  **Listen and complete the life stages of a tomato**



1 First, you ______________________________
______________________________.

2 ____________, the seed germinates, and it starts to grow roots under the soil.

3 After that, the shoot ______________________________
______________________________.
It grows taller.

4 Finally, the ______________________________
______________________________.

5 ____________ a few weeks, the tomato plant ____________
______________________________.
The process begins again.

5  **Choose a plant. Write about the life stages of the plant**

____
____
____
____
____

UNIT 3

LESSON 6



A REPORT ABOUT A PLANT

1 **Work in groups. Think and research**

Find an Egyptian plant.

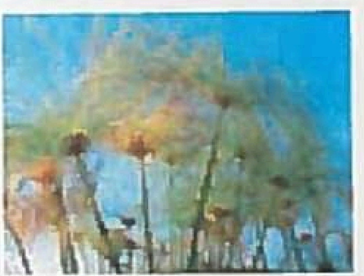
- Why is it an important plant?
- Where does it live?
- What does the plant need?
- How can we help it?

2 **Read and do**

1 Draw or find some pictures you can use.
2 Make your report with your group.

Papyrus





Papyrus is a very special plant that grows in the Nile Delta. It is famous because Ancient Egyptians used papyrus for paper. They also made sandals and baskets from papyrus.

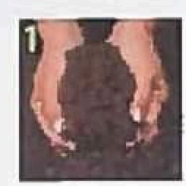
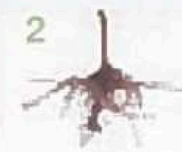
Today, there are not many papyrus plants near the Nile. Farmers like to grow fruits and vegetables. People do not use papyrus for paper now. Papyrus plants are still important in some places because they help to clean water.

3 **Present**

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

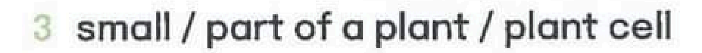
SELF-ASSESSMENT

4 Do you remember the names for these parts of a plant? Look and write

1 
2 
3 
4 
5 
6 

5 Look and make superlative sentences

1 tall / land animal / giraffe The tallest land animal is the giraffe.
2 heavy / land animal / elephant



3 small / part of a plant / plant cell



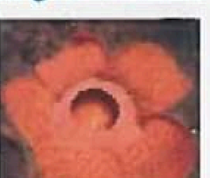
4 old / tree / Californian Redwood

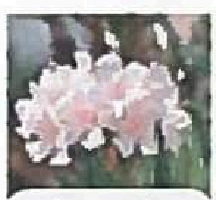


5 big / flower / rafflesia arnoldii



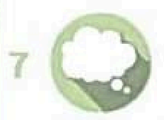
6 dangerous / plant / oleander


rafflesia arnoldii


oleander

6 Do you remember? Read and write

1 Why do plants need sunlight and water?
2 Why are plants useful?

7  **Think about Unit 3**

Write two things you enjoyed.

Write two things you learned.

REVIEW 1

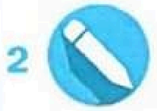
LESSON 1

1  **Listen and point**

Start →

1 ______	2 ______	3 ______
6 ______	5 ______	4 ______
7 ______	8 ______	9 ______
12 ______	11 ______	10 ______
13 ______	14 ______	15 ______

Finish

2  **Look and write**

3 **Play and say**



What's number 15?



It's a camel.

4 Read and color the digestive system

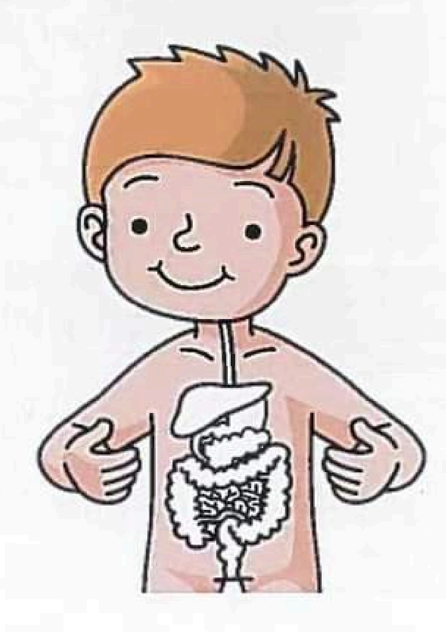
Color the esophagus orange.

Color the small intestine blue.

Color the liver black.

Color the large intestine green.

Color the stomach pink.



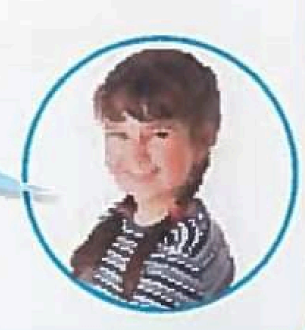
5 Complete the sentences with the words in the box

waste   liver   small intestine   esophagus

1 The __________ goes from the mouth to the stomach.
2 The __________ takes the fats out of food.
3 From the stomach, food goes to the __________.
4 The large intestine removes __________.

6 Point and say





LESSON 2

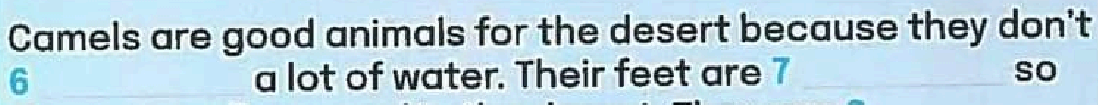


1 Look and complete with the words in the box

close desert drink flat fur important milk sand strong

I love camels. They are very 1 ________ animals in Egypt. They are 2 ________ and they can carry people and things across the 3 ________.

They are tall animals, with thin legs. Their 4 ________ is delicious and we can use their 5 ________ to make clothes.



Camels are good animals for the desert because they don't 6 ________ a lot of water. Their feet are 7 ________ so they can walk on sand in the desert. They can 8 ________ their noses and eyes to stop the 9 ________.



2 Listen and check

3 Think of another desert animal. Draw and write

I love ________. They are ________.

They ________.

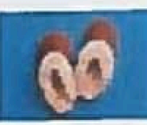
They ________.

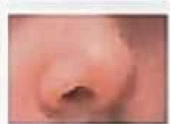
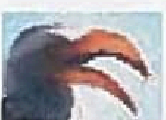
They are good animals for the desert because they ________.

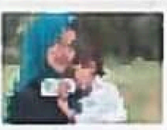


4 **Listen and write the words you hear. Then match**

1 n*ose*
2 c
3 m
4 s
5 s
6 s
7 p
8 b



5 **Complete the sentences with verbs with 're'**

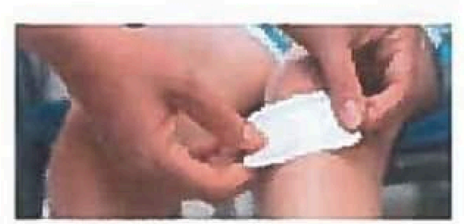
paint make clean do



1 I need to *re paint* ______ my garden table.



2 The kitchen was clean this morning, but now I need to ______ it.



3 Today I need to ______ my little brother's band-aid.



4 I burnt the pancakes - I have to ______ them.



6 **Listen and check**

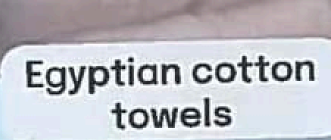
PRESENTATION

1 Work in groups. Choose an important Egyptian plant

Find out about it:

- Where can you find it?
- What does it need to live?
- What does Egypt make from it?
- Why is it important for Egypt?


Egyptian cotton


Egyptian cotton towels

Egypt's cotton

Egypt is very famous for its cotton. It is probably the best cotton in the world. This is because the Egyptians grow it along the Nile, and the Nile soil is very rich in nutrients. The Egyptian climate is **humid**, that is wet. The sun shines almost every day. All these **conditions** are excellent for very good cotton.

Egyptian cotton is special because its fibres are longer than other cottons. Egyptians make fantastic **bedsheets** and **towels** from the cotton, as well as other things. The cotton goes to countries all over the world, because many people love Egyptian cotton.

2 Read and do

1. Draw or find some pictures you can use.
2. Make your report with your group.

3 Present

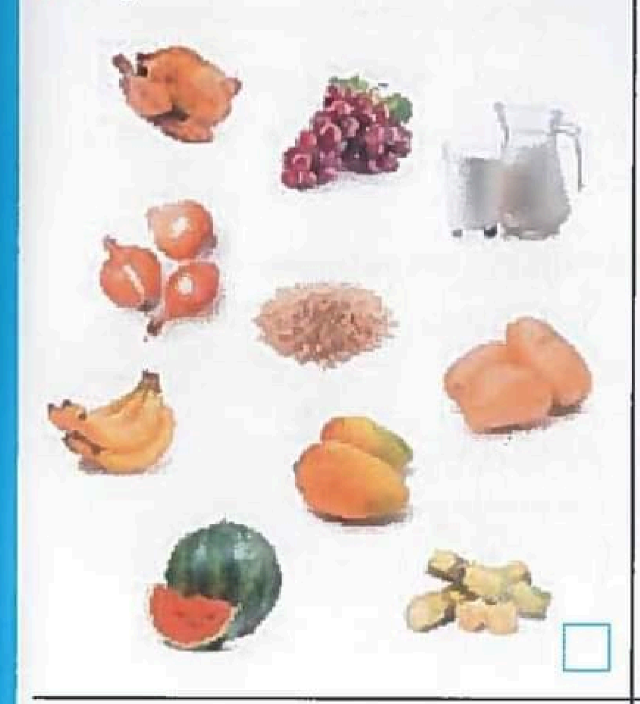
Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

SELF-ASSESSMENT

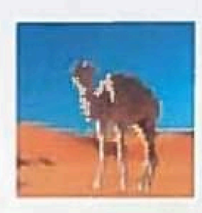
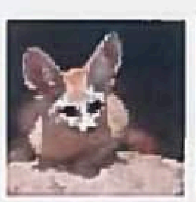
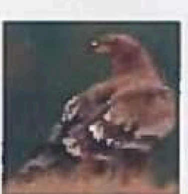
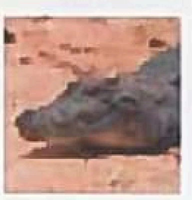


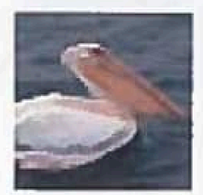
Now I can...

1 say food

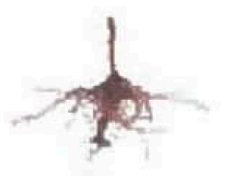


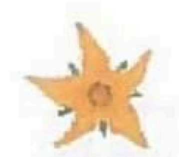
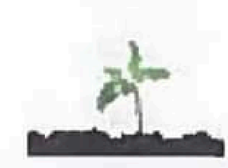
2 say desert animals




3 say parts of a plant


4 say these sounds

sl slice, sleep

sw swan, sweet

p pea, pin

b bear, bird

long vowels home, snake

short vowels pan, mom

NON-FICTION READER
WHERE DOES CHOCOLATE COME FROM?

1 Work with a partner. Ask and answer

Do you like chocolate?

When do you eat it?

What's your favorite kind of chocolate?



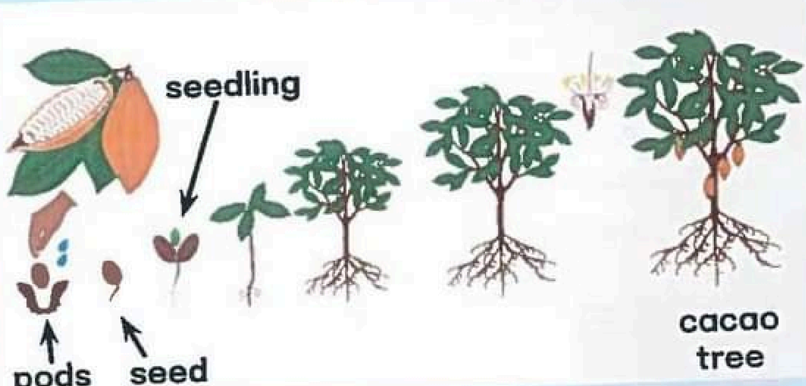
2 Read and listen to the text about chocolate

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the **cacao tree**. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called **pods**.



When the beans are ready, the farmers open them and **dry** them in the sun. The farmers **roast** the beans in an oven. They take out the seeds.

The seeds go to a **factory**. In the factory, the workers add sugar and milk. Then they press it down to make a **bar** of chocolate. Then it's yummy to eat!

3 Read again and choose the correct answer, *a* or *b*

1 Who first made chocolate?
   a Mexican people   b African people
2 Who brought chocolate to Europe?
   a Belgian people   b Spanish people
3 Most chocolate today comes from ...
   a Mexico.   b Africa.
4 To make chocolate, workers mix ...
   a seeds, milk, and sugar.   b beans, fruit, and sugar.

4 Read and order

a [1] The farmer plants the cacao seed.
b [ ] Then the farmer roasts the seeds in an oven.
c [ ] After that, the cacao seeds go to the factory.
d [ ] The farmer picks the cocoa beans and puts them in the sun.
e [ ] The seed grows into a seedling and then a tree.
f [ ] The factory workers add sugar and milk, and the chocolate is ready!
g [ ] The tree grows cacao beans.
h [ ] The seed germinates.

5 Work with a partner. What did you learn? Ask and answer

What do the seeds need?

They need water and sunshine.

English for us



UNIT 4

Ontario, Canada

Where do you live?



UNIT 4

In this unit I will ...

- listen, read, research, and write about different houses and places in a town.
- practice making sentences with prepositions.
- read and listen to a short story.
- learn about and say words with /f/ and /v/.
- write an informational text.
- research and make a poster.



Look, discuss, and share

Why is this house **unusual**?

Do you think it is in the city or the country? Why?

Would you like to live in an unusual house? Why?

Did you know?

Ontario, Canada has some very unusual houses. What kind of houses are there?



Find out

Where are unusual houses in Egypt?

Share your answers with your partner.

UNIT 4

LESSON 1
AT HOME

1  **Listen and read**

Mom: Look at our lovely new apartment!

Talia: It's fantastic!

Mom: Which is your favorite **room**?

Talia: For me it's my **bedroom.**

Mom: My favorite is the **living room** with the **balcony**. I can see the whole street! Talia, can you help me organize the **kitchen**?

Talia: That sounds good, let's do it!

2  **Listen again and answer the questions**

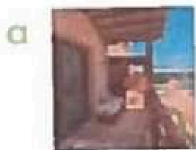
1 Where are Mom and Talia? ______________________

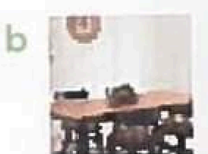
2 What are they talking about? ______________________

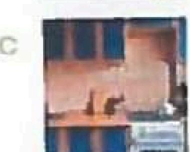
3 What is Mom's favorite room? Why? ______________________

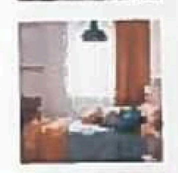
3 **Look and match**

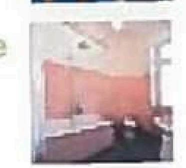
1 kitchen [e]
2 bedroom [ ]
3 bathroom [ ]
4 living room [ ]
5 dining room [ ]
6 balcony [ ]

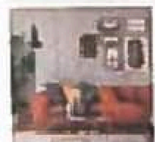
a 

b 

c 

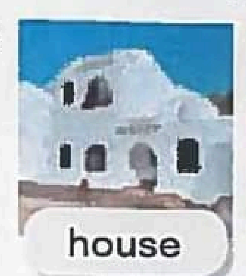
d 

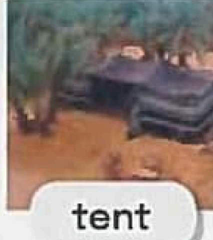
e 

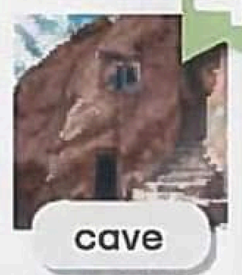
f 

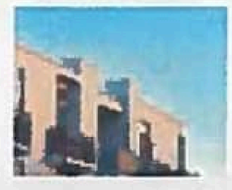
4  **Listen and say the correct room**

5 Look and read. Then read and complete

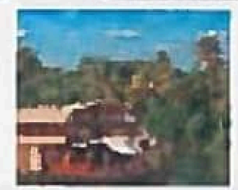












1. My grandparents live in a ________. The rooms of their house are in the rock. Inside it's never too hot or too cold.
2. My aunt moved to a new ________ with her family. They are very happy because they have a big balcony.
3. My friend and her family live on a ________. It's small, but she loves living on water.
4. In the desert, some people live in a ________. This home is made of cloth.
5. I love living in a ________ because it is big. My grandparents live with us. I can play outside with my brother and sister.



6 Listen and check



7 Work with a partner. Describe your home



I live in an apartment. My favorite room is the living room. I play games with my brother in the living room. Where do you live?

I live in a house. There is a living room and three bedrooms.



UNIT 4

LESSON 2 WHERE IS IT?



1 Read and listen. Answer the question

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.

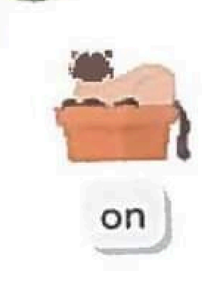
Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees **behind** the house.



Which house does Zain live in? ____________



2 Look, listen, and say

1

on

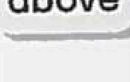
2

in

3

under

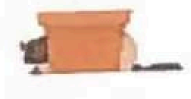
4


above

5

next to

6
between

7

behind

8

in front of

3 Look and complete the sentences

1



The tent is next to ________ the car.

2



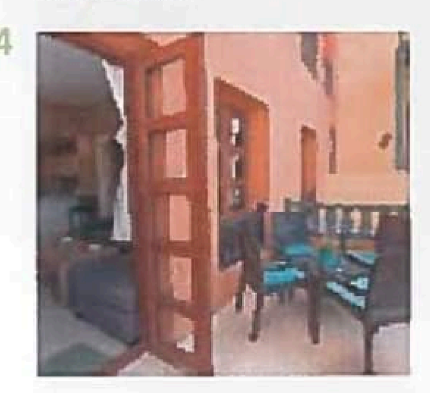
There's a plant ________ the sofa.

3



The pink house is ________ the red house and the yellow house.

4



There are 4 chairs and a table ________ the balcony.

5



The trees are ________ the apartments.

LANGUAGE FOCUS

We use prepositions of place to say where something is:

The kitchen is *next to* the living room.

The cave is *in* the rock.

My house is *between* the tall house and the tree.

UNIT 4



4 Look, listen, and say

1



school

2



supermarket

3



shopping mall

4



post office

5





office

6



hospital

5 Read and match

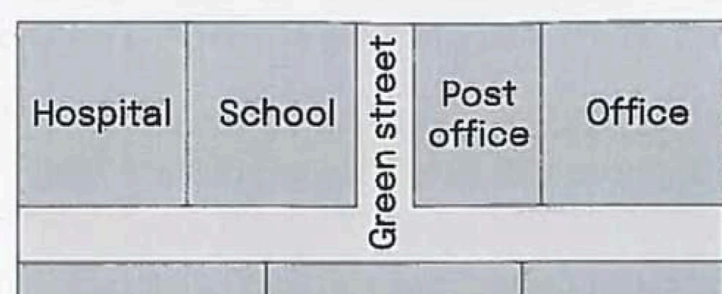
1 where we buy food
2 where we send letters
3 where I learn
4 where I buy clothes and shoes
5 where my mom and dad work
6 where we go when we are sick

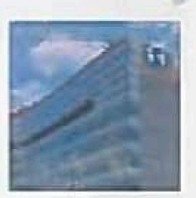
a office
b supermarket
c shopping mall
d school
e hospital
f post office

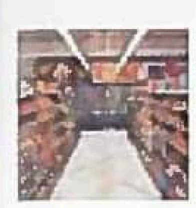


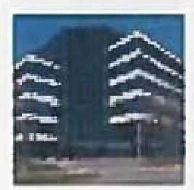
6 Look and connect

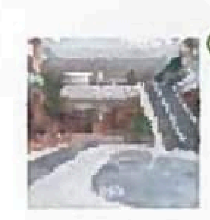




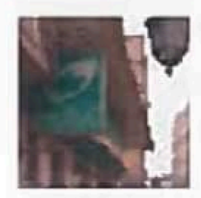








Park





7 Where is it? Look and make sentences

1 hospital / school

The hospital is next to the school.

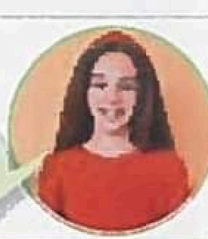
2 shopping mall / supermarket / museum

3 Green Street / school / post office

4 the park / the shopping mall



8 Look and say. Make more sentences about the map



The shopping mall is next to the supermarket.

UNIT 4

LESSON 3
MY TOWN

1 Read the text. Write the building names 1-4 on the map

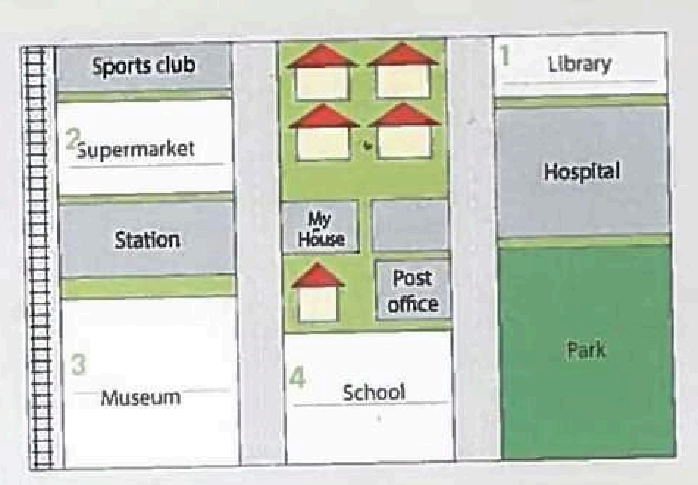
I love my town. It is small, but it has stores, offices, a school. and many other places. It is a good place to live.

I walk to school every morning. My school is next to the hospital. Next to the hospital, there's a park. I often play football in the park with my friends.

Near my house, there is a supermarket. It is between the station and the sports club.

The shopping mall is on the other side of the station, so the station is between the supermarket and the shopping mall. My dad's office is in front of the park. It's next to the post office.

Nader



2 Read again and answer *T* (True) or *F* (False)

1 Nader's town is very big ☐
2 He goes to school by car. ☐
3 There are three houses in front of the shopping mall. ☐
4 His town doesn't have a park. ☐
5 Nader's dad's office is next to the hospital. ☐
6 The station is between the shopping mall and the supermarket. ☐

3 **What buildings are in your city or village? Discuss and write**

- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

4 **Draw a simple map of your city or village**

5  **Look, read, and answer**

1 Where is your school? ______________________

2 Is there a post office? Where is it? ______________________

3 Is there a station? Where is it? ______________________

4 Where is the bank? ______________________



UNIT 4

GIVING DIRECTIONS

6 Read and listen to the directions

1 Go straight ahead.

2 Turn left.

3 Turn right.

4 Take the second right.

5 It's on the corner.

7 Read and put the directions in the correct order

- [ ] Take the second left.
- [ ] Thank you!
- [1] Excuse me, where's the post office?
- [ ] Turn right.
- [ ] Go straight ahead.
- [ ] It's on the corner.

Post office

8 Listen and check

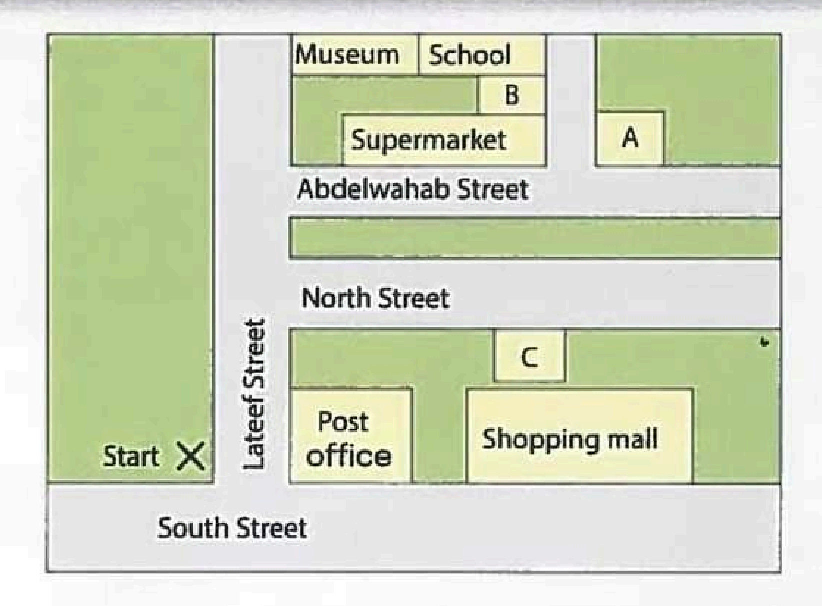
9 Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B or C?

Hi Dina!

I'm so happy you are coming to my house today. Here are some directions. From the corner of South Street with Lateef Street, go straight ahead. Take the second right to Abdelwahab Street. Go straight ahead. Turn left at the supermarket. My house is between the supermarket and the school.

See you soon!

Fareeda xx



Fareeda lives in house ________.



10 Work with a partner. Look at the map and give directions. Which place is it?



UNIT 4

LESSON 4

1 Read Mariam's essay about Hurghada and complete the table

City	Hurghada
Where it is	
How many people live there	
Interesting things in Hurghada	

Hurghada—My town



Hi, I'm Mariam. I live in a city called Hurghada. It's in the south of Egypt and about 300.000 people live here. In Hurghada there's a beach and there are lots of cool stores and restaurants. There is also the Sahara Desert where lots of tourists go on safaris. We also have Sahl Hasheesh, which has an old town and a new town. The old town has some beautiful houses.




Old town of Sahl Hasheesh.


Sahl Hasheesh, Egypt


Sahara Desert

2 Read the text again and complete the questions

1 ____________ lives in Hurghada? Mariam.

2 ____________ is Hurghada? It's in the south of Egypt.

3 ____________ Mariam like living in Hurghada? Yes, she does.

4 ____________'s Hurghada's unusual house called?

3 How does Mariam make her text interesting? Check the items she uses

- a photo of her ☐
- drawings ☐
- photos ☐
- a map ☐
- a diagram ☐
- interesting facts ☐



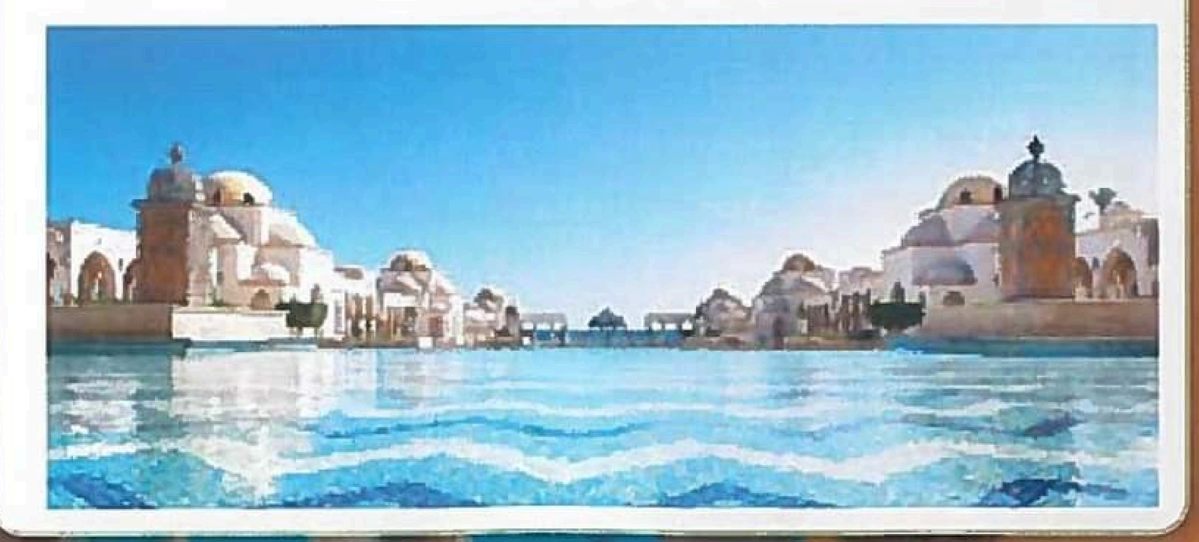
4 **Read and discuss**

1 How many paragraphs does Mariam write?

2 Why does Mariam use **bold** text?



5 **Do you want to go to Hurghada? Why?**



UNIT 4

WRITING

6 Look at the text about Dubai. Label the pictures with the words in the box

bold text   flag   heading   map   photos

1 _heading_ **The United Arab Emirates**

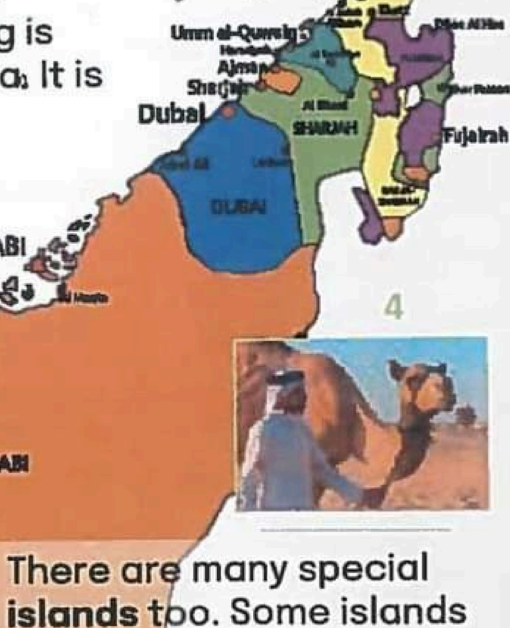
The United Arab Emirates (UAE) is a country with 7 areas. About 9.8 million people live in the UAE. The biggest city is Dubai. The UAE flag is green, white, black, and red.



2 ______



In the UAE, there are lots of **tall** ← 3 ______ **buildings**. The tallest building is the Burj Khalifa. It is 828m tall.



4 ______

5 ______

There are many special **islands** too. Some islands look like a palm tree! There is also a big **desert**. You can ride camels there. It's great fun!

UNIT 4

7 **Think about your village or city. Do research and complete the table**

City/Village	
Where it is	
How many people live there	
Interesting things in my city/ village	

8 **Read and complete. Write about your village or city**

Hi, I'm ______. I live in a city/ village called ______. It is in ______. About ______ people live here.

There is a ______. There are lots of ______.

We also have ______.

There are ______ here. We don't have ______, but we have ______.

9 **Work with a partner. Show your writing. Ask for their opinion**

This is my city. What do you think?





UNIT 4

LESSON 5



1 Read and listen. How did Sherif's dad help the small child?



Living on a boat

My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted 'Please help me!'

Sherif called his dad. Dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said. 'Thank you so much!'

Sherif was very happy, but he also decided to learn to swim.

2 **Read again and write *T* (True) or *F* (False)**

1 Sherif lives in a city in the summer. ☐
2 Sherif can speak English and Chinese. ☐
3 The small child fell into the river ☐
4 Sherif saved the child. ☐

3 **Work with a partner. Ask and answer**

1 Why is it important to help others?
2 Do you think it's important to know how to swim? Why?

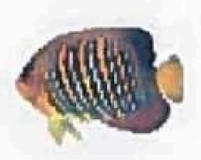
4 Do you like the story? Explain your answer

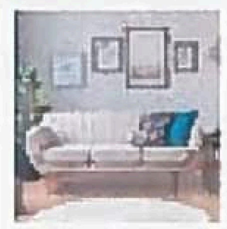
fun | interesting | OK | boring | I don't understand

PRONUNCIATION

5 Match and write

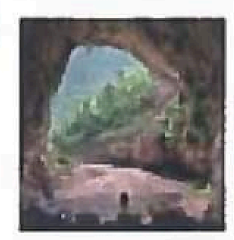
cave | face | fan | fish | foot | living room | van | vegetable

1 
______

2 
______

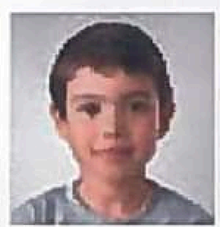
3 
______

4 
______

5 
______

6 
______

7 
______

8 
______

6 Listen and check. Then listen and repeat



Tip!

Touch your neck with your finger. Say 'fish'. Your neck doesn't move.

Say 'van'. What do you feel?

UNIT 4

LESSON 6

PROJECT

1 Work in groups. Think and research

Think about places in a town. Make a note of the places you visit every day.

- Who works in these places?
- How do they help us?

Tip!

Check you have these in your poster

Photo/s ☐ or drawing/s ☐

Headings ☐

Map or diagram ☐

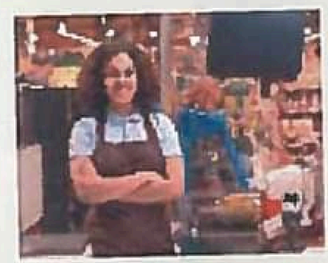
Bold text for important words ☐

2 Read and do

1 Draw and find some pictures you can use.

2 Make your poster.

The people who help us: the supermarket worker



This is Maggie. She works at the **supermarket** near my house. My family and I see her **every week** when we buy food.

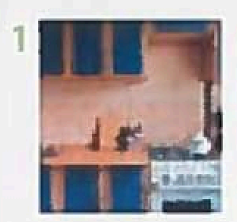
Maggie checks the food is fresh. She **helps** us when we can't find something. She is very **kind** and **happy**.

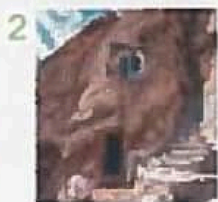
3 Present

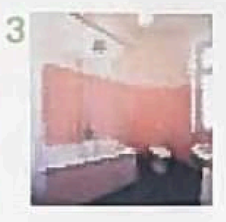
Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

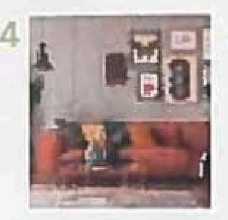
SELF-ASSESSMENT

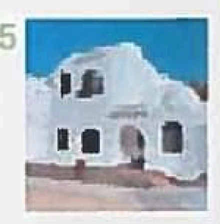
4 Do you remember the names for the different rooms and houses? Look and write

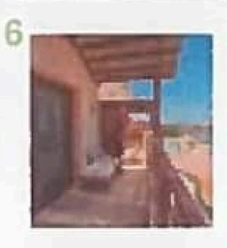
1 

2 

3 

4 

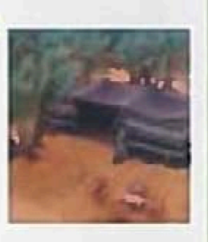
5 

6 

7 

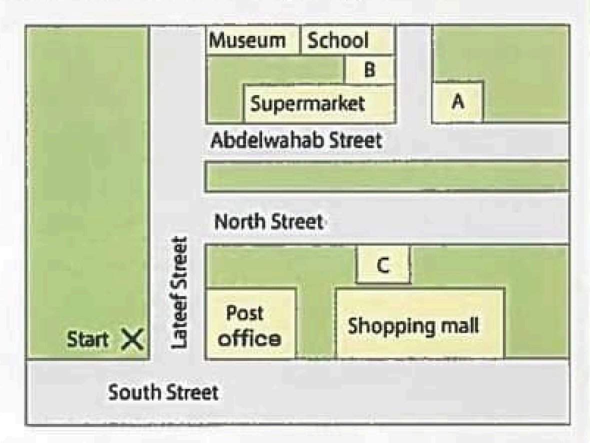
8 

9 

10 

5 Look at the map and write 4 sentences with prepositions

The museum is next to the school.



6  **Think about Unit 4**

Write two things you enjoyed.

Write two things you learned.

UNIT 5

Where do you work?



UNIT 5

In this unit I will ...

- listen, read, and write about workers in my community.
- learn about electricity.
- practice using *this*, *that*, *these*, *those*.
- practice word stress on two-syllable nouns.
- think and write about the pros and cons of different jobs.
- make a poster about workers in my community.



Look, discuss, and share

What is the problem in the picture?
Who can help?



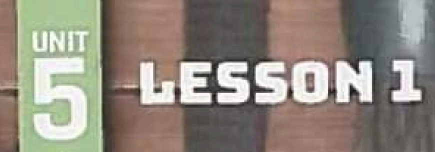
Find out

How can someone become a **plumber**?

Did you know?



A broken faucet dripping once per second can waste more than 13,000 liters of water in a year.





1 **Listen and read**

How many people helped you live in your home?



A **builder** made the **walls** strong and safe.

An **electrician** connected the electricity so you can use lights, watch TV, or do your homework on a computer.

A **plumber** connected the pipes and faucets so you have water to have a shower and brush your teeth.

A **garbage collector** takes away all the garbage, so you can keep your house nice and clean.

A **mail carrier delivers** your letters and packages.

But you also need help when you leave the house. You need a **mechanic** to **fix** the car or the **bus driver** to take you to school.

2 **Listen again and answer**

1 Who made you somewhere to live?

____

2 Who helps you get to school on time?

____

3 Who connected your home to electricity so you can watch TV?

____

4 Who connected your home to water so you can wash your hair?

____

5 Who helps you keep your home clean?

____



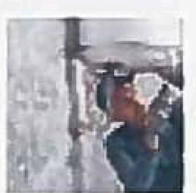
3 **Listen and say. Then write**

builder · bus driver · electrician · garbage collector · mail carrier · mechanic · plumber



1  ________

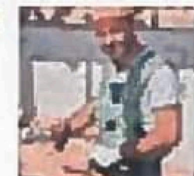


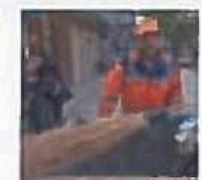
2  ________

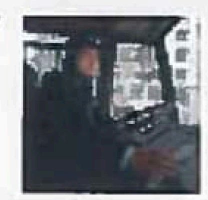
3  ________

4  ________



5  ________

6  ________

7  ________



4 **What do you think?**

1 Which job is the most interesting? Why?
2 Which job is the most difficult? Why?
3 Are any of the jobs dangerous? Why?



Did you know?

Cairo produces around 20,000,000 tons of garbage every year. Garbage collectors work hard to collect it all.

UNIT 5

LESSON 2
ELECTRICITY

1  **Look around you now. How many electrical things can you see?**

2 **Read the interview quickly. Then answer the questions**

1 Why is electricity dangerous?
2 Is it easy to become an electrician?
3 Why is a broken wire dangerous?

Amira the electrician

This is Amira, she's an electrician. She studied and **practiced** for three years before she became an electrician. She knows how to work safely with electricity.



Tell us something interesting about electricity.

Did you know, electricity travels faster than 300,000 kilometers/second!

In a **storm** we sometimes see a flash of **lightning**. That flash has enough electricity for 1,000 families for a year!

Is electricity dangerous?

Yes, very dangerous. If we get an **electric shock**, we can't control our bodies. It can also burn us. Electricity is always trying to go into the ground. It travels easily through water and our bodies are 70% water.

How can we use electricity safely?

Never touch anything electrical with wet hands.

Look, this is a **broken wire** - don't use it. You can get an electric shock or start a fire!



Never put anything into a **socket**, only use **plugs**.

3 **Read the interview again. Answer the questions**

1 How fast can electricity travel? ______________________

2 How much is 70%?

a 

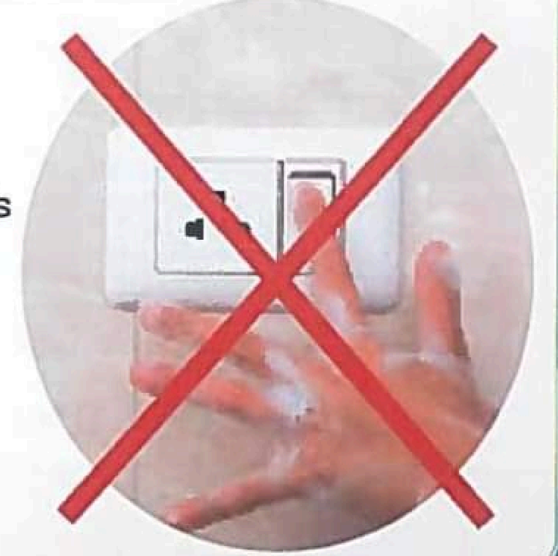
b 

c 

4  **Read and complete the sentences**

Never touch anything electrical with __________ hands.

Always make sure your hands are __________ before you touch anything electrical.



Amira, how can we save electricity?

That's a great question. We often waste a lot of electricity. Remember these things:

- When you leave a room, **turn off** the lights.
- If you're not using your computer or television, **unplug** it.
- Use natural light in the day.



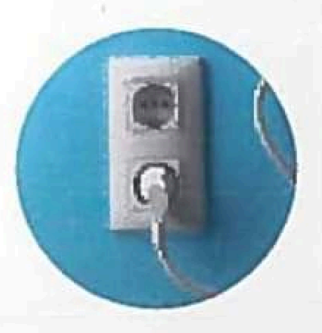
5 **Work with a partner. Ask and answer**

1 What do you do to save electricity?
2 What does your family do to save electricity?
3 What is the good advice in the interview with Amira?
4 Why do we need to save electricity?
5 Do you want to be an electrician? Why?



Find out

What do plugs look like in other countries?



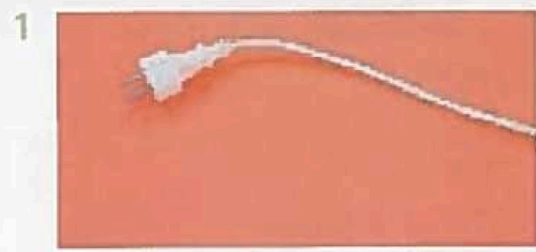


Think!

Why do we use electricity if it is dangerous?



6 Find these words in the interview and write. Can you guess the missing words?

1


plug

2


3


4

5


6


7


8


7 Guess. Then look around the classroom and count

1 How many sockets can you see right now? ______

2 How many plugs can you see right now? ______

3 How many things can you turn on or turn off? ______

UNIT 5

LESSON 3

1 Read. Which people help you every day?

Workers in our community



Do you like helping people? In our community we can all help each other. Many of the people around us have special **skills** to help us. Together, we help each other and make our city or village a nicer place to live.

For example, a bus driver helps a builder to get to work. When the bus breaks, the bus driver needs the mechanic to fix the bus. All the local homes and businesses need a mail carrier to deliver the packages and letters. We all need the garbage collector to take away our garbage and keep our streets clean.

We can all help each other. It's the right thing to do and it feels good.

We all like different things. Some jobs are interesting for some people, but they are boring for other people. All the jobs are very important.

2 Read and think. Do you agree with these sentences?

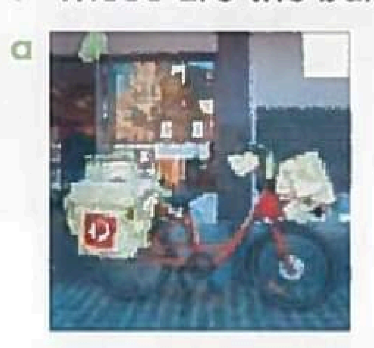
Some jobs are more important than other jobs.

Some jobs are very boring.

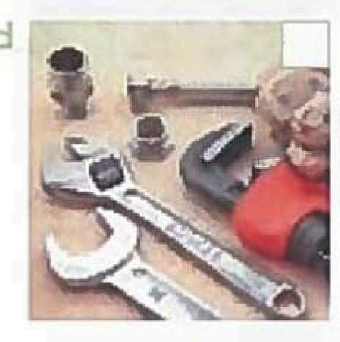
We always need to help each other.

3 Read and match the pictures to the sentences

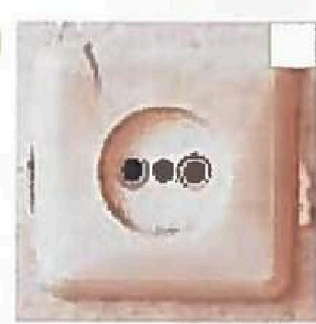
1 That's the bus driver's bus.
2 This is the socket the electrician is fixing.
3 That's the garbage collector's truck.
4 These are the plumber's tools.
5 That's the mail carrier's bicycle.
6 This is the car the mechanic is fixing.
7 Those are the builder's hard hats.

a

b

c

d

e

f

g



Think!

How do you and your family help your community?

UNIT 5

4 **Look, read, and match the sentences to the pictures**

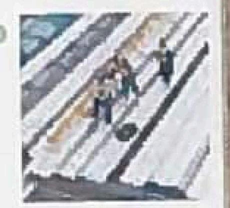
1 That mail carrier is delivering letters.

2 These mechanics work in the **repair shop.**

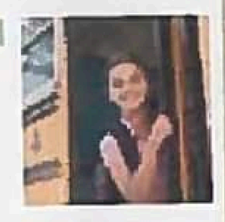
3 This bus is taking me to school.

4 Those builders are building the new hospital.

a 

b 

c 

d 

LANGUAGE FOCUS

We use *this*, *that*, *these*, *those* to say how close an object is to the speaker.

When we choose between *this*, *that*, *these*, *those* we need to think about the noun.

Is it singular or uncountable?

Is it plural or countable?

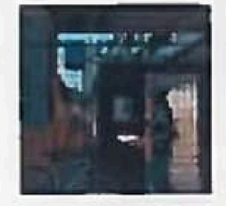
Is it near or far from the speaker?

	near to the speaker	**far from the speaker**
singular nouns + uncountable nouns	*this ...* **This** is the socket the electrician is fixing.	*that ...* **That's** the water dripping from the faucet.
plural nouns + countable nouns	*these ...* **These** are the plumber's tools.	*those ...* **Those** are the builders' hard hats.

5 Complete the sentences

That These This Those

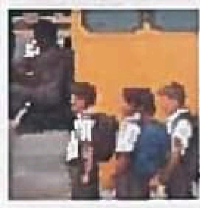
1 Can you see? __________'s the mail carrier.



2 __________ is my aunt. Her name is Amira. She's a teacher.



3 __________ children are going to school.



4 __________ children are going to school.



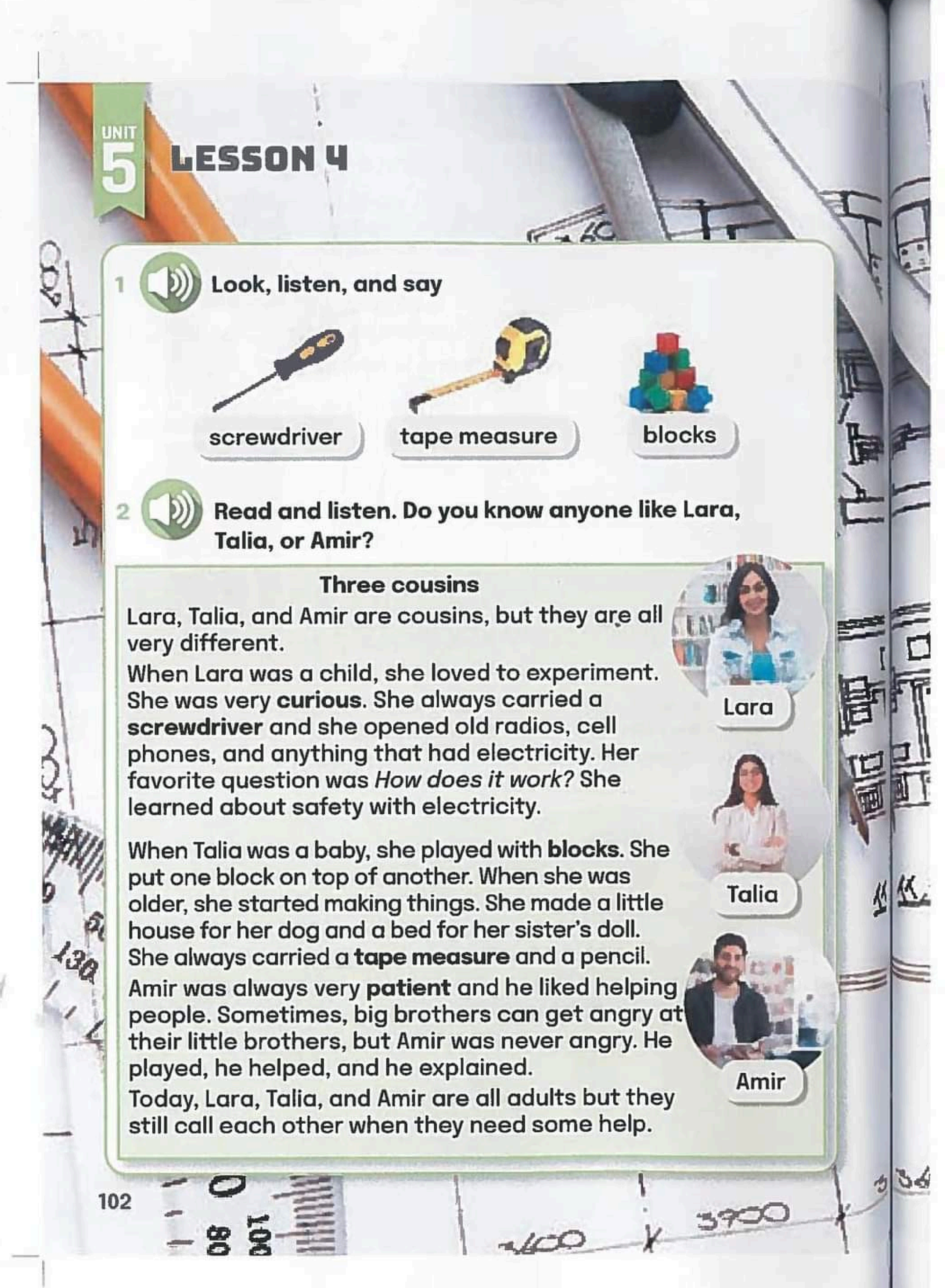
6 Choose two jobs. Think of two advantages and two disadvantages for each one



A garbage collector is outside all day. When it rains, the garbage collector gets wet! But the garbage collector is happy because he helps to clean the city. He is healthy because he walks every day.

UNIT 5

LESSON 4



1 Look, listen, and say

screwdriver

tape measure

blocks

2 Read and listen. Do you know anyone like Lara, Talia, or Amir?

Three cousins

Lara, Talia, and Amir are cousins, but they are all very different.

When Lara was a child, she loved to experiment. She was very **curious**. She always carried a **screwdriver** and she opened old radios, cell phones, and anything that had electricity. Her favorite question was *How does it work?* She learned about safety with electricity.

When Talia was a baby, she played with **blocks**. She put one block on top of another. When she was older, she started making things. She made a little house for her dog and a bed for her sister's doll. She always carried a **tape measure** and a pencil.

Amir was always very **patient** and he liked helping people. Sometimes, big brothers can get angry at their little brothers, but Amir was never angry. He played, he helped, and he explained.

Today, Lara, Talia, and Amir are all adults but they still call each other when they need some help.

Lara

Talia

Amir



3 **Think, choose, and write. What do you think Lara, Talia, and Amir do today?**

an architect an electrician a teacher

1 Lara is ______________________.
2 Talia is ______________________.
3 Amir is ______________________.

4 **Read again and answer the questions**

1 Who does Amir call when the fan doesn't work?
____
2 Who does Lara call when she wants to change something in her house? ____________
3 Who does Talia call when she doesn't understand something in her English class? ____________

5 **Ask and answer**

What did you like to play when you were little?
What do you like to do now?
What job do you want to do? Why?



When I was little, I played with blocks and dolls.

UNIT 5

PRONUNCIATION

6 Look and say. How many syllables are in each word?

electrician	☐	plumber	☐
teacher	☐	mechanic	☐
builder	☐	dentist	☐
bus driver	☐	doctor	☐
architect	☐	taxi driver	☐

7 Listen and check

8 Which one is correct? Listen and choose

dEntist or dentIst

9 Underline the main stress in the words

plumber teacher builder dentist driver doctor

10 Listen and check

11 Listen. Which word has the correct stress *a* or *b*?

1 ☐ 4 ☐
2 ☐ 5 ☐
3 ☐ 6 ☐

UNIT 5

CLIL: MATH

12 Look and think. Write the missing numbers

	a		b
1	100 ÷ ______ = 2		100 ÷ 2 = ______
2	100 ÷ 25 = ______		100 ÷ ______ = 25
3	100 ÷ ______ = 5		100 ÷ 5 = ______

13 Listen and check

14 Read and solve the problem

There are two hundred children in Grade 6. Today they are going on a school trip.

Each school bus carries 50 children + 1 teacher and 1 driver.

How many buses do they need? ______





Find out

What is this symbol ÷ called? A Swiss mathematician called Johan Rahn used it first in 1659.

UNIT 5

LESSON 5



1 **Think about a mail carrier's job. What are the good and bad things about the job?**

2 **Read and complete the table**

My name is Sherifa. In class this week, we're talking about the good and bad things about different jobs. My aunt is a mail carrier in the United States. I talked to her about her job and she told me some of the **pros and cons.**

Pros and cons of being a mail carrier.

What's it like to be a mail carrier?

There are some good and bad points about the job.

On one hand, mail carriers are outside all day. This is great when the weather is good, but it's not fun when the weather is very hot or wet and cold. Mail carriers walk all day and get a lot of exercise. They also speak to a lot of people. This is a nice part of the job. Everybody likes getting mail, so everyone likes meeting the mail carrier. **On the other hand**, there are also some bad things to think about. Being a mail carrier is not an easy job. The mail bag is very heavy. It can give some mail carriers a **backache.** Another bad thing is that they wake up very early. My aunt starts work at 6 o'clock in the morning.

Pros	Cons
Mail carriers get a lot of exercise.	

3 Read again and answer the questions

1 What is the paragraph about?

____

2 How does Sherifa start her paragraph?

____

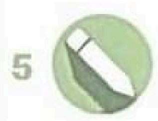
3 How does this help the reader?

____

4 Choose a job. Write some pros and cons

The job I chose is __________.

Pros	Cons



5 Write a paragraph about the pros or cons of the job you chose

____

____

____

____

____

____

6 Work with a partner. Show your paragraph. Ask for their ideas



UNIT 5

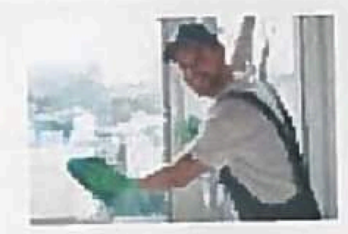
LESSON 6

A REPORT ABOUT PEOPLE WHO HELP US

1 **Read the report**



Workers who made our school



The builders built the school. The plumber gave us water. The electrician gave us light.

The cleaners keep the school clean. The bus drivers bring the children to school.

The garbage collectors take away our trash.

The mechanics fix the cars and buses that bring the children to school.

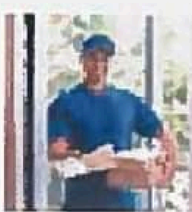


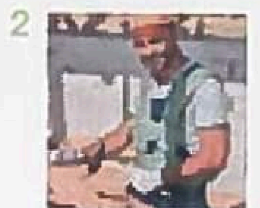
2 **Make a report. Who helps you at home?**

- Make a list of the people who helped build your home and the people who look after your home now.
- Draw or glue a picture of your house or a room in your house.
- Write about the different people who helped you at home.

3 Do you remember the names of these jobs? Look and write



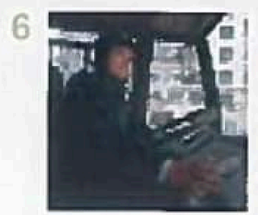
1  ______

2  ______

3  ______

4  ______

5  ______

6  ______

7  ______

4 How many of the jobs have two syllables? Mark the stress

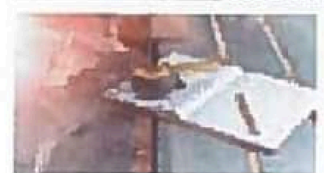
5 Look, read, and complete

That These This Those

1 ______ is a ______.



2 ______ is a ______ measure.



3 ______ are ______.



4 ______ are a plumber's ______.



6 Think about Unit 5

Write two things you enjoyed.

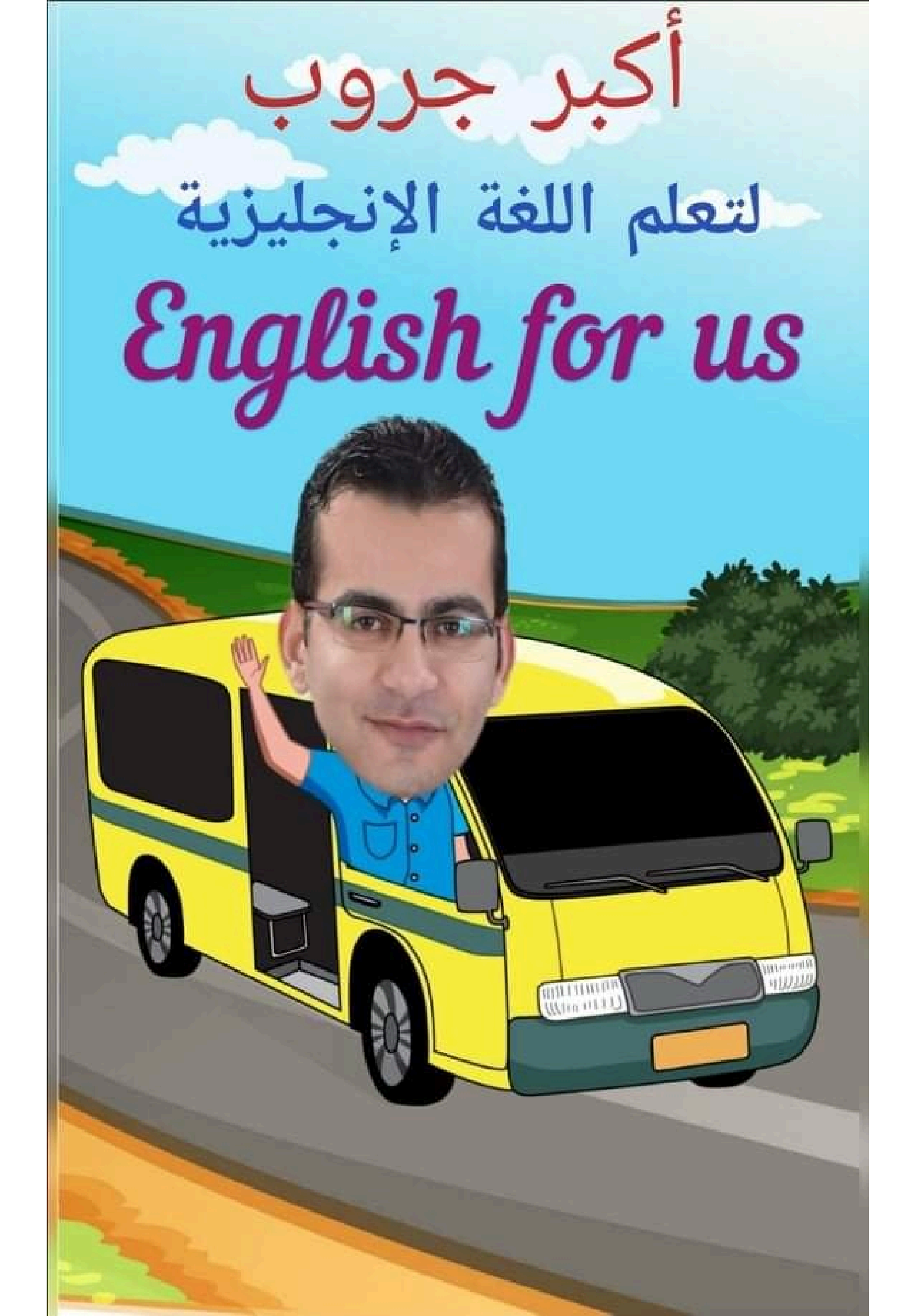
______

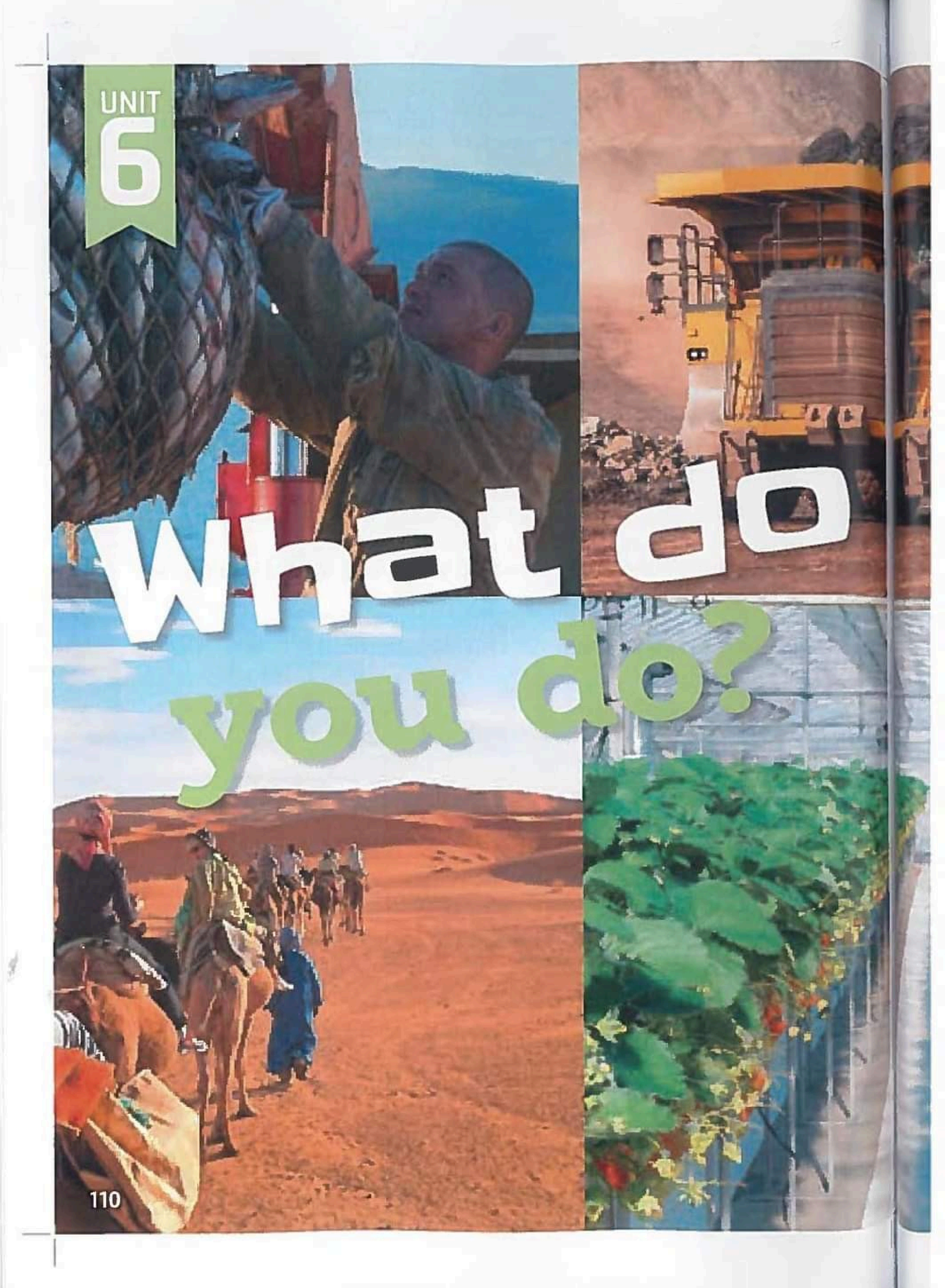
______

Write two things you learned.

______

______


أكبر جروب
لتعلم اللغة الإنجليزية
English for us


UNIT
6
What do you do?



UNIT 6

In this unit I will ...

- learn about more jobs.
- explore what an industry is and the names of some common industries.
- read a poem about some common jobs.
- read a story about respecting workers.
- look at how to add and subtract fractions.
- distinguish and pronounce short vowel sounds.
- learn about words with the prefix *dis-*.
- read a persuasive essay and write about pros and cons.



Look, discuss, and share

The pictures all show different industries. What is happening in each of the pictures?



Find out

Which industries do people work in where you live?

Did you know?

In 2019, 13 million tourists came to Egypt. Where do tourists go in Egypt?

UNIT 6

LESSON 1
WHAT DO YOU DO?

1  **Listen and read. What jobs do these people do?**

1 I wake up very early every day, I go out on my boat and **fish**. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.

2 I grow oranges. All year, I look after the trees, and I give them water and energy. Then in October, I **pick** the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.

3 I'm a **guide**. I work in the **tourism industry**. People come to my country and it's my job to explain the history and tell the tourists lots of interesting stories.

4 I'm a **geologist.** I study the ground and the rocks under our feet. I study what is under the ground. I find special metals and think how we can take the metals out of the ground.

5 I'm an **engineer**. I make sure the **wind turbines** turn well and make electricity. The electricity we make goes to thousands of homes.

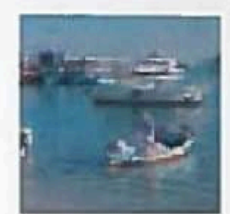
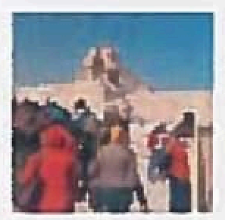
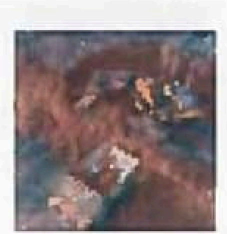
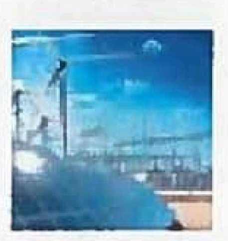
6 I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.

2  **Listen again and answer**

1 Who works in a school?
2 Who works outside?
3 Who works on the sea?
4 Who grows food?
5 Who is a scientist?
6 Who works with wind turbines?

3 Match the words to the pictures

education energy farming fishing mining tourism

1 
2 
3 
4 
5 
6 

4  **Listen and check**

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

schools copper animals hotels wave power wind farm nets transportation tractor iron coal principal boats

mining	
farming	
fishing	
tourism	
education	
energy	

6 What do you think?

1 Which jobs and industries sound the most interesting? Why?
2 Do you know anyone who works in any of these industries?

UNIT 6

LESSON 2
CLIL: SOCIAL STUDIES

1 Think and answer

How many people work in a hotel?
What are their jobs?





2 Read and check your answers

Industry

The things we make, buy, and sell are all part of the country's **economy**. Our economy is divided into **industries**, such as fishing, farming, tourism, etc.

In every industry there are thousands of people and many different jobs. For example, let's think about the tourism industry in Egypt.

When tourists arrive in Egypt they need a hotel and they need a bus or a taxi to take them to the hotel.

Many people work in the hotel. The hotel needs electricians and plumbers to fix problems, cooks to make food, and cleaners to keep the hotel clean.

Local businesses need the hotel, too. For example, the hotel buys food from farmers. Everything in the hotel comes from other businesses.

The hotel pays a **salary** to the workers. The workers use their salary to buy food, clothes, and transportation. Some of their salary goes to the **government** to pay for things like roads and schools. When we work, our salary helps our community and the whole country.



3 Look at the words in bold. Match the words to the meaning

a economy	1 money paid to people who work
b industry	2 people who work for a business
c staff	3 a collection of businesses that work together
d salary	4 the group of people who make rules for the country
e government	5 the way a country makes and uses money



Think!

Why do people work? Read and check (✓) or cross (✗)

- They get a salary. ☐
- They can help people. ☐
- They can relax. ☐
- They can make things. ☐

What other reasons are there for working? Discuss with a partner.

4  **Think and write**

Think about one of the industries you like. What jobs are in that industry?

my dream job: ____________

industry: ____________

UNIT 6

5 **Think about these industries. Choose the best verb**

buy deliver (×2) eat (×2) fish grow sell (×2) make

1 Farmers grow ________ the food.
2 Drivers ________ the food.
3 Supermarkets ________ the food to customers.
4 Customers ________ the food and then ________ the food.
5 Engineers ________ the wind turbines.
6 The wind turbines ________ electricity.
7 Homes and businesses buy the electricity and the companies ________ electricity to us.
8 Fishermen ________ the fish.
9 The markets ________ the fish to stores.
10 Customers buy and ________ the fish.

6 **Complete the sentences. Then circle the verbs**

1 My teacher ________ is very patient. She (teaches) math. (teach)
2 That taxi ________ ________ very badly. He didn't stop at a traffic light. (drive)
3 Those ________ are in the wrong place. They cannot ________ there. (fish)
4 This is the ________ who ________ our house. (build)
5 He ________ very well. Thank the ________ when you see him. (clean)



7 **Work with a partner. Describe what these people do. You can use the words in the box to help you**

build clean drive fish fix help teach












8 **Read, listen, and say**

Can you tell me why...?

Can you tell me why...
Builders build,
But doctors don't doct. They help sick people?

Can you tell me why...
Teachers teach,
But mechanics don't mechanic. They fix cars?

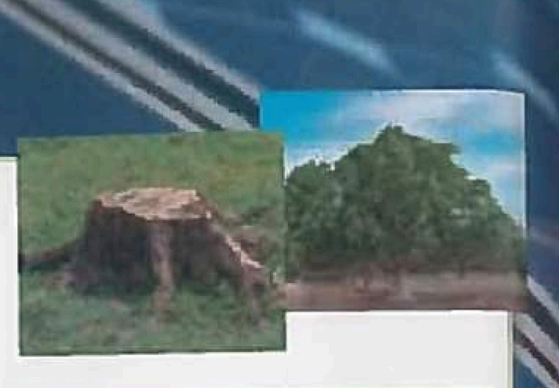
Can you tell me why...
Fishermen fish,
But electricians don't electric. They connect electricity?

Can you tell me why...
Drivers drive and cleaners clean,
But dentists don't dentist. They fix teeth?

Ah, but wait!
Garbage collectors collect garbage.
Yes, it's very confusing, but that's what makes English great!

UNIT 6

LESSON 3
CLIL: SCIENCE



Two mango trees

Sara and Malak are sisters. Each sister had a beautiful mango tree next to her house. Every year, the sisters ate beautiful mangoes. Their children played under the trees.

One day, Malak said, 'I don't need mangoes. I need money. Let's **cut down** my tree. I can sell the wood.'

She cut the tree and she sold the wood. Malak was happy.

Next year, Sara's mango tree grew bigger and bigger. It gave Sara more mangoes.

Malak looked out of the window. There was no mango tree. She had no mangoes and no more wood.

'Don't worry,' said Sara. 'Plant this mango seed, and it will grow into a big tree.'

1 **Look at the pictures. What do you think the story is about?**

2 **Is a mango tree renewable or non-renewable?**

3 **Read again and answer the questions.**

1 What are the advantages of keeping the mango tree?

____

2 What are the advantages of cutting down the mango tree?

____

3 What do you think about Malak's decision? Was it a good or a bad decision?

____

4 Would you cut the mango tree?

____

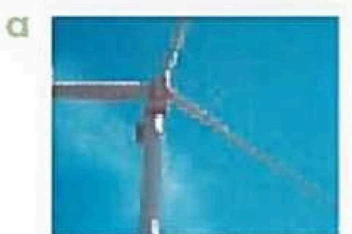




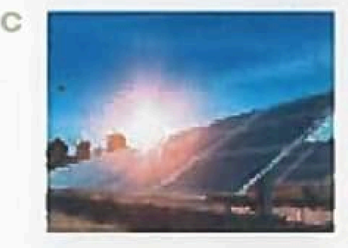
4 Work with a partner. Make a list of everything you used today that uses electricity

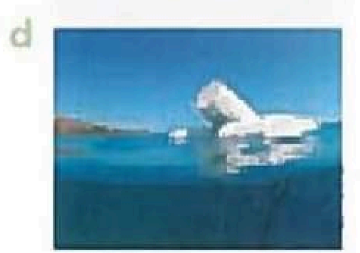
5 We make electricity from energy sources. Match the energy sources to the pictures

1 oil ☐
2 wave energy ☐
3 coal ☐
4 solar energy ☐
5 wind energy ☐
6 gas ☐

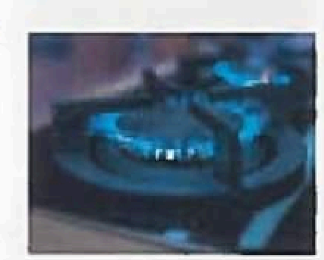
a 

b 

c 

d 

e 

f 



6 Write each energy source in the table

Renewable	Non-renewable

7 Look and read. What non-renewable and renewable resources does the article talk about?

Different energy resources

We are using more and more electricity. We can make electricity from many different energy resources. Today, 80% of electricity comes from non-renewable resources. These are coal, gas, and oil.

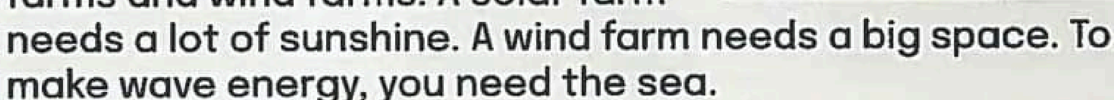
Why is that a problem?

We take coal, oil, and gas from the Earth, but we cannot make more. When we burn non-renewable resources to make electricity, we also cause pollution.

How can we use renewable resources?

Renewable energy sources are everywhere. We can make electricity from wind, water, and the sun. We do not need to burn these resources, so there is no pollution.

To make electricity from renewable energy sources, we need new solar farms and wind farms. A solar farm needs a lot of sunshine. A wind farm needs a big space. To make wave energy, you need the sea.



8 Read again and discuss

1. What are the problems with coal, oil, and gas?
2. Is Egypt a good place to find renewable energy sources? Why?
3. Do you think the electricity from renewable sources and non-renewable sources is different?

9 **Read and find out about these two renewable energy projects. Complete the fact file for Ras Ghareb Wind Farm**

Benban Solar Park

Where is it?	Benban, Aswan, Egypt
How old is it?	Opened in 2018
How big is it?	37.2 km^2
How much electricity can it make?	3.8 TWh per year



Ras Ghareb Wind Farm

Where is it?	
How old is it?	
How big is it?	
How much electricity can it make?	

1 Which project is newer? ____________

2 Which project is bigger? ____________

3 Which project can make more electricity? ____________

UNIT 6

LESSON 4

1 **Skim the story quickly. Who are the main characters?**



Fresh fish van

There's an old fisherman in my village. He drives around the village in an old van. He likes his job. He has fun. He shouts, 'Fish! Fresh fish! Come and get your lovely fresh fish.'

One day, he was in front of my house. He couldn't start his van. He was sad and **disappointed**.

My mom saw the man. It was hot in the sun. She wanted to help.

Mom's dad (my grandpa) was a mechanic. He taught her all about cars. She looked at the old van's **engine**.



'It is a very simple problem. I can fix it,' said Mom. The old fisherman was surprised.

Then, we heard the sound of the engine. His van was fixed!

'Thank you,' the fisherman said. He gave Mom ten fresh fish.

2 **How much do you remember? Answer. Then read and check**

1 What does the old man sell?

2 Why was the old man sad and disappointed?

3 Why do you think the old man was surprised?

3 **Do you like this story? Explain your answer**



Think!

The old man changed his opinion. Think. When was the last time you changed your opinion? Why did you change your opinion?



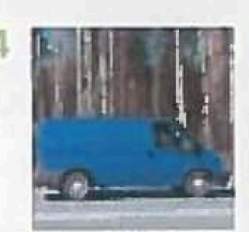
4 Look and match

1  ______

2 

______

3  ______

4  ______



5 Read the story again and answer. Use the words in Exercise 4

1 What is hot? ______
2 What does the old man drive? ______
3 What does the old man sell? ______
4 How many fish does the old man give mom? ______

6 Read and say. Close your book. Can you remember the sentences?

1 You can have fun in the sun.
2 There's a man in a van.
3 He sells fresh fish from the window.
4 There are ten men standing on one leg.

UNIT 6

PRONUNCIATION

7 Find more words in the text with the same sound

sun	van	fish	ten

8 Can you add more words to the table?

9 Look and write. Complete the sentences

disagree disappeared disappointed dislikes disobeyed

1 

The boy is ________. He didn't pass the test.

2 

She ________ ice cream.

3 

These friends ________.

4 I'm sorry because I ________ my mom.

5 The rabbit ________ from the hat.

10  **Listen and check**

CLIL: MATH

11 Look and read

numerator → $\frac{1}{5}$ ← denominator

Adding fractions

If the denominators are the same, we can add the numerators.

$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

If the denominators are different, we need to change them.

$\frac{2}{5} + \frac{3}{7} = ?$ $\frac{2}{5} = \frac{14}{35} \left(\frac{2x7}{5x7}\right)$ $\frac{3}{7} = \frac{15}{35} \left(\frac{3x5}{7x5}\right)$ $\frac{14}{35} + \frac{15}{35} = \frac{29}{35}$

Subtracting fractions

If the denominators are the same, we can subtract the numerators.

$\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$

If the denominators are different, we need to change them.

$\frac{4}{7} - \frac{2}{5}$ $\frac{4}{7} = \frac{20}{35} \left(\frac{4x5}{7x5}\right)$ $\frac{2}{5} = \frac{14}{35} \left(\frac{2x7}{5x7}\right)$ $\frac{20}{35} - \frac{14}{35} = \frac{6}{35}$

12 Add and subtract these fractions

1 $\frac{9}{12} + \frac{2}{12} =$ ________ 2 $\frac{1}{4} + \frac{2}{5} =$ ________

3 $\frac{2}{7} + \frac{1}{4} =$ ________ 4 $\frac{5}{7} - \frac{2}{7} =$ ________

5 $\frac{6}{7} - \frac{2}{6} =$ ________ 6 $\frac{2}{3} - \frac{1}{6} =$ ________



Did you know?

We use fractions in everyday life. For example, here's a simple milkshake recipe: $\frac{1}{2}$ a glass of milk, $\frac{1}{4}$ cup of banana, $\frac{1}{4}$ cup of vanilla ice cream.

UNIT 6

LESSON 5

1 Think and answer

1 Do you want to be a teacher? Why?

2 What are the good and bad things about being a teacher?

Is teaching the best job in the world?

When people ask me, 'What do you want to do?' I answer **immediately**: 'I want to be a teacher. For me, it's the best job in the world.'



For a teacher, every day is different. Students always ask surprising questions. Teachers need to think quickly. They need to encourage their students. They need to be very patient. They work for many hours every day. It's hard work, but it's exciting. A teacher can change their students' lives.

A good teacher is always ready to learn. Teachers teach their students, but students also teach their teacher. Everyone in the class knows different things.

Every adult remembers a special teacher. Ask your parents. Did they have a favorite teacher? Why was that teacher special?

2 Think and answer

1 Why does the writer want to be a teacher? Write three reasons.

____

____

____

2 Why did the writer write this essay?

____

3 Is being a teacher a hard job? Why?

____

3 Think of a job you want to do. Complete the table

Reasons why I want to be a ________.	Difficult things about being a ________.

4 Work with a partner. Discuss

Explain to your partner the reasons why you want to be a ________.

Can your partner give you more ideas?

Can you help your partner with their table?





Find out

Why did your teacher become a teacher?

UNIT 6

LESSON 6

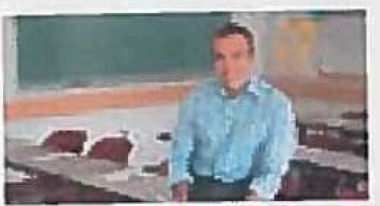
1 Do some research. What is 'respect'?

Think. How do we **show respect** to the people around us?

2 Read the poster. Do you agree or disagree?



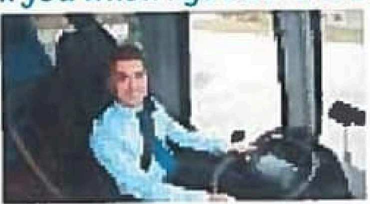
I respect the cleaner.
I don't throw litter.



I respect the teacher.
I listen to him carefully.

I show respect to the people around me.

I respect the bus driver. I say thank you when I get off the bus.



I respect the dentist.
I listen to her advice.



When you show respect, you are kind and polite. You talk to someone in the same way you want them to talk to you.

We show everyone respect. We show respect to younger people. We show respect to older people. We show respect to men and women. We show respect to people with different color skin and hair. We show respect to rich and poor people.

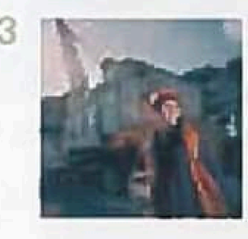
3 Now make your own 'respect' poster. Draw or find pictures for your poster

SELF-ASSESSMENT

4 In which industries do these people work?

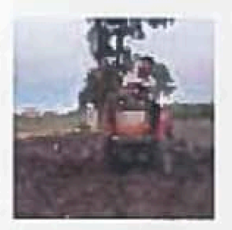
1 
fishing

2 ____________

3 
____

4 ____________

5 ____________

6 
____

5 Read and match

economy industry salary

1 The money you are paid for the work you do: ____________
2 A group of businesses that work together: ____________
3 How a country makes and uses money: ____________

6 What do these people do? Read and complete

1 Mechanics ____________ cars.
2 Dentists ____________ teeth.
3 Builders ____________ houses.
4 Garbage collectors ____________ garbage.
5 Mail carriers ____________ the mail.

7  **Think about Unit 6**

Write two things you enjoyed.

____
____

Write two things you learned.

____
____

REVIEW 2

LESSON 1

1 Read and play a memory game

1. Draw the table in your notebook.
2. Look at the pictures for one minute.
3. Close your books.
4. Write or draw as many of the words as you can.
5. Check with your partner.



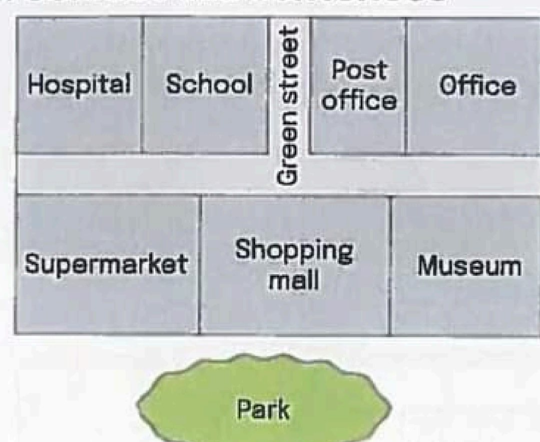


2 Now write the words



3 Listen and point

4 Look and correct the sentences



1 The hospital is between the school.

____

2 The school is next to the museum.

____

3 The park is under the shopping mall.

____

4 The supermarket is behind the school.

____

5 Now write three more sentences about the map

1 ______________________________

2 ______________________________

3 ______________________________



6 Listen. Write the start and finish

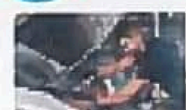
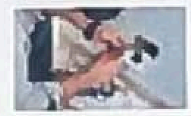
1 Start: Green Street Finish: __________

2 Start: __________ Finish: office

3 Start: __________ Finish: __________

LESSON 2

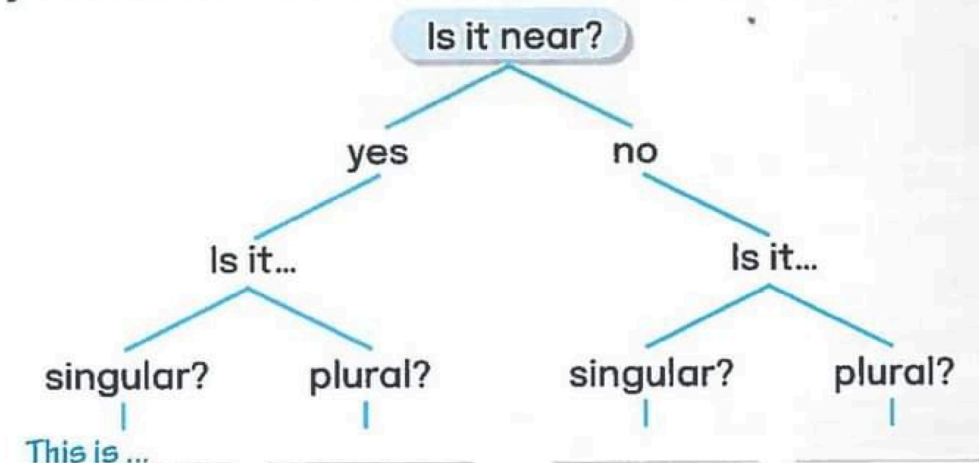
1  **Look at the picture and answer the questions**

1 What's the mechanic doing? ______________________
2 What's the mail carrier doing? ______________________
3 What's the electrician doing? ______________________
4 What's the driver doing? ______________________

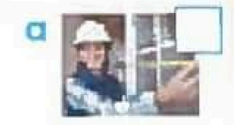
2 **Look and complete**

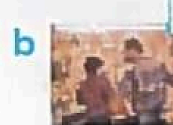
Do you know when to use *this is*, *that is*, *these are*, or *those are*?

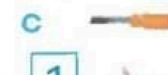
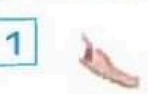


3 **Match the sentences to the picture. Then write *this is*, *that is*, *these are*, or *those are***

1 ____________ a screwdriver.
2 ____________ my tape measure.
3 ____________ our tools.
4 ____________ my tools.

a  ☐

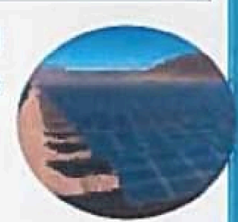
b  ☐

c   1

d  ☐

4  **Look at the information. Write one short pro paragraph and one short con paragraph**

pros of solar panels	cons of solar panels
good for the environment	only works during the day
can use it for many years	making panels causes pollution
Egypt has a lot of sun!	expensive



Our modern world needs a lot of electricity. In the past we used oil, gas, and coal to make electricity. But now we are using more and more solar power.

On the one hand...

___

___

___

On the other hand...

___

___

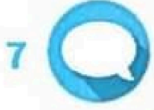
___

PRONUNCIATION

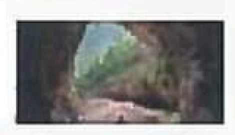
5 **Underline the main stress in these jobs**

1 doctor
2 plumber
3 builder
4 driver
5 teacher

6  **Listen and check**

7  **Point and say. Then write these words**






1 ______ 2 ______ 3 ______ 4 ______

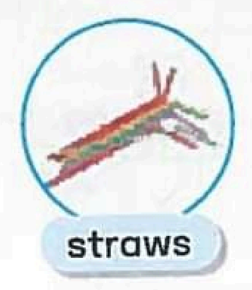
PRESENTATION

1 Can you make a simple windmill? Look, read, and make

You need:



wooden skewer



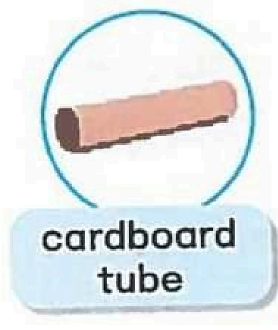
straws



tape



piece of cardboard



cardboard tube



scissors



4 Present your windmill

Explain how it works.

Get ideas from your classmates.

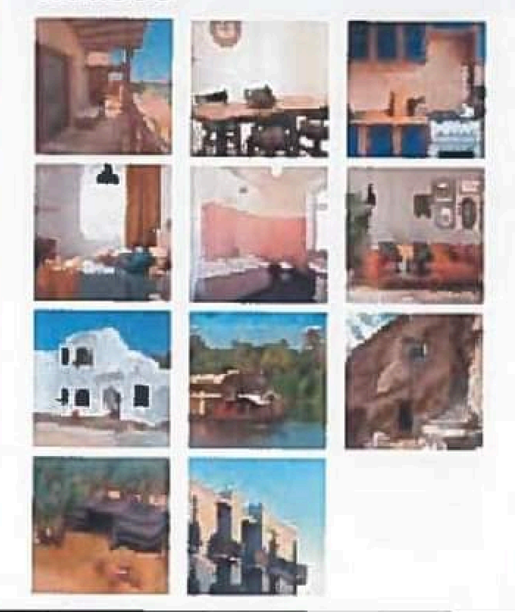
How can you make your windmill better?



SELF-ASSESSMENT

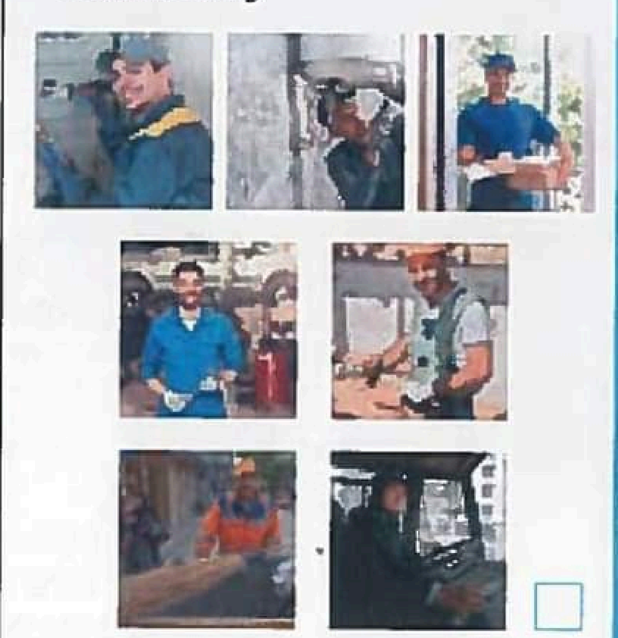
Now I can...

1 talk about parts of a house and different kinds of houses



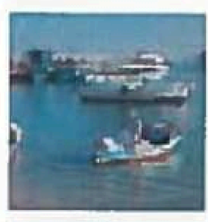
☐

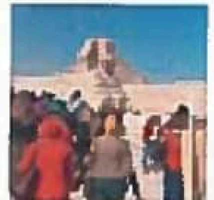
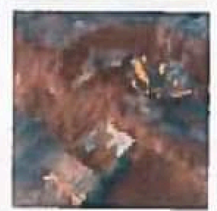
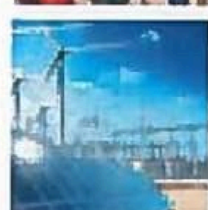
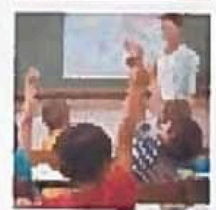
2 talk about workers in my community



☐

3 talk about different industries



☐

4 say these sounds

f fish, fan

v van, cave

sun

van

fish

ten

5 understand word stress in two-syllable nouns

teacher, *doctor*, *dentist*

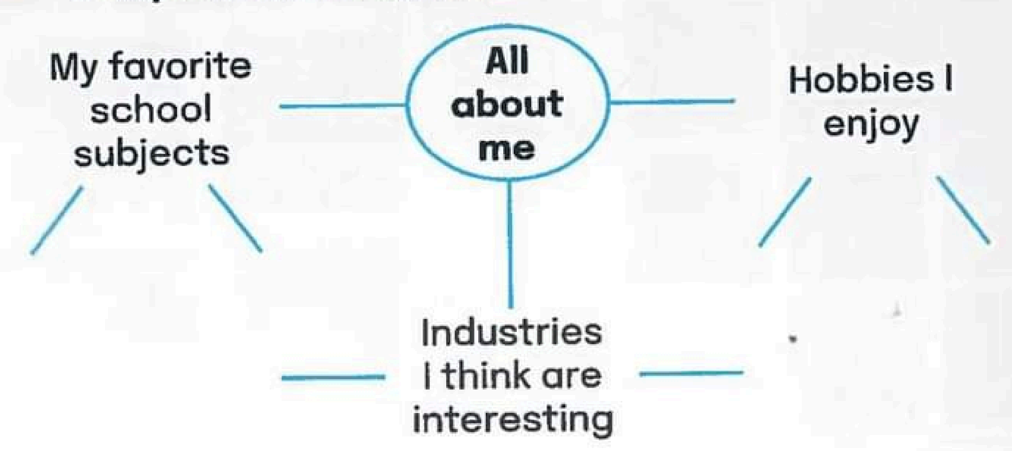
☐

TERM 1 PROJECT

1 Read and think about the project

Think about what job you want to do when you're older. Think about how it helps the community. Write a message to yourself in the future.

2 Think about what you know and what you enjoy. Complete the diagram



3 Read, think, and complete

What do you want to be?	
What do you need to do this job? Think about: • Do you need to go to university? • Do you need to practice?	
Where does someone with this job work?	
How does this job help the community?	

4 **Work in a group. Present your job**

I want to be a geologist.

5 **Look, write, and complete. Write a message to yourself in the future**

Dear ____________,

I will work in a ____________ I want to be a ____________ because

____

____.

I need to ____________ to be a good ____________.

I will help people ____________

I hope you think your job is interesting.

Lots of love,

____

Put the letter in an envelope and then put it somewhere safe. Read it when you're older.

IN THE TAXI WITH UNCLE SAMI

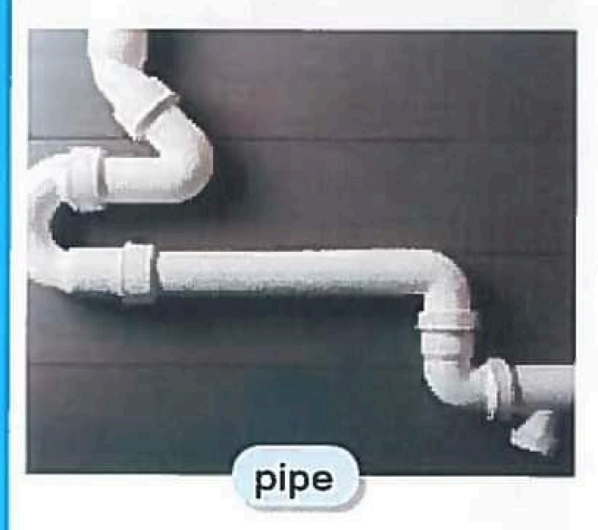


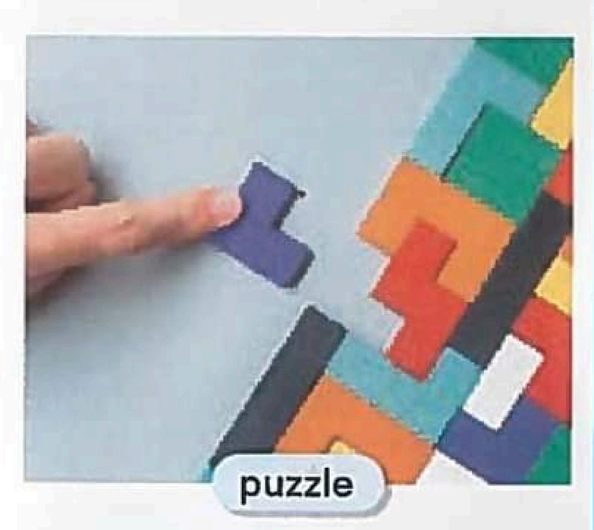
BY SUSANNAH REED
ILLUSTRATED BY ALICE LARSSON

PICTURE DICTIONARY

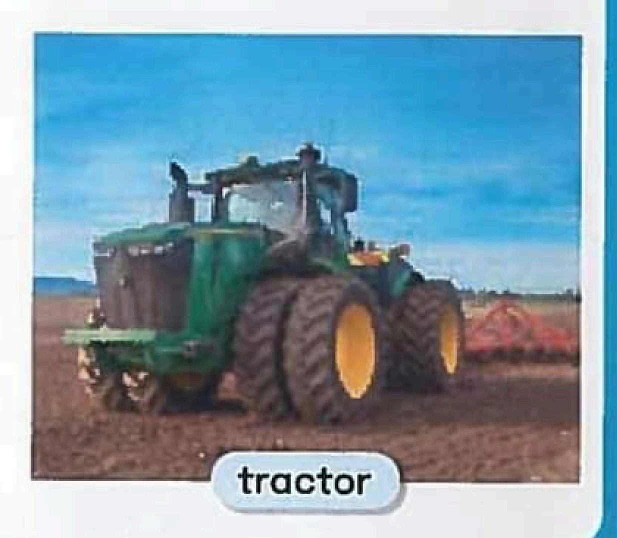

maize


nature reserve

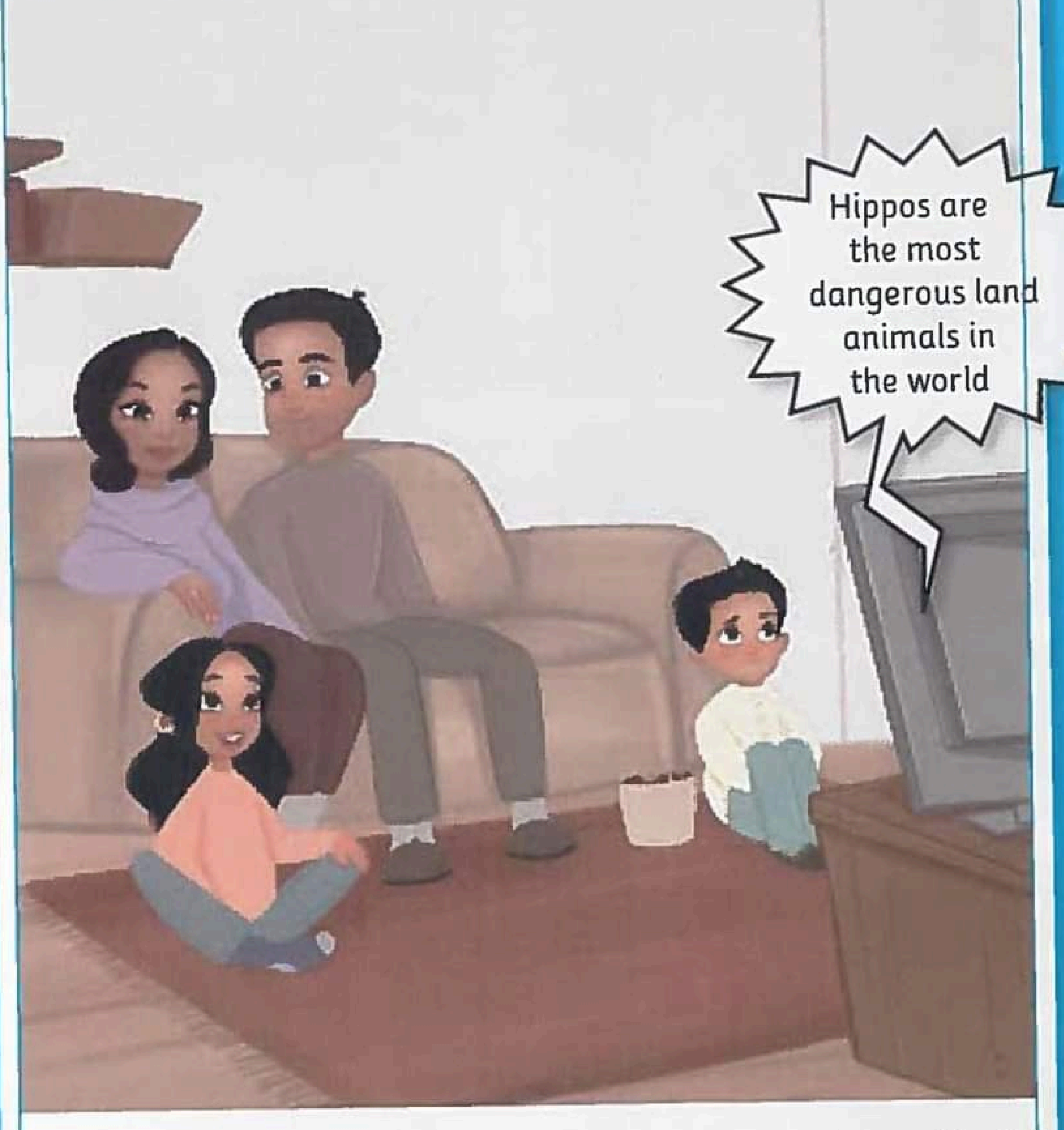

pipe


puzzle


sink


tractor

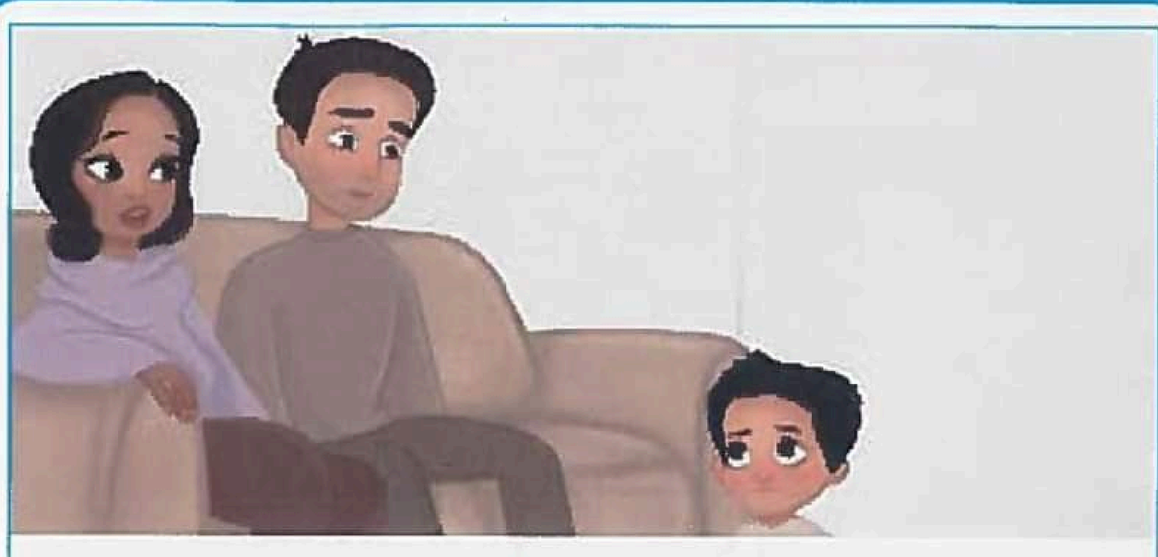
Zahra and Zein are watching a nature **program** with their parents. It's a very interesting program. It's all about hippos.



'I love animals,' says Zahra. 'I want to be a vet when I'm older.'

'That's a great idea,' says Mom. 'A vet is a very important job. What about you, Zein? Do you want to be a vet?'

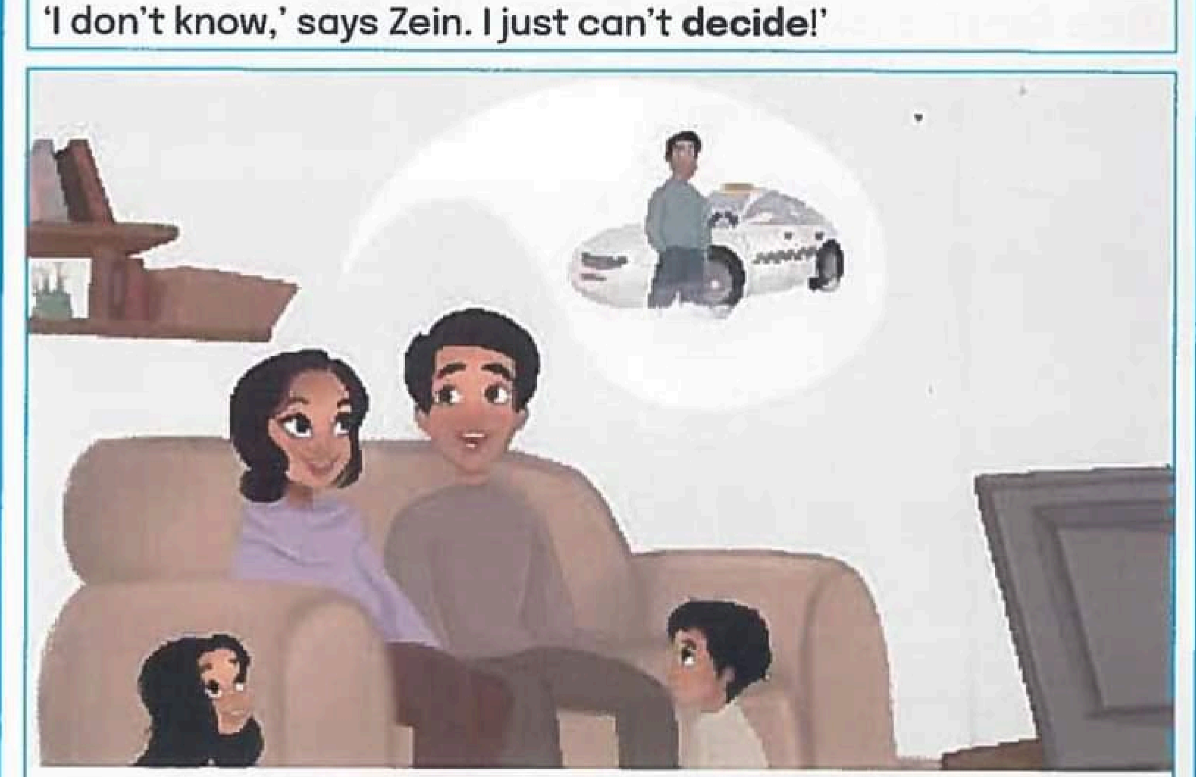
'I don't think so,' says Zein



'What do you want to be, then?' asks Dad. 'A doctor?'

'Or a dentist?' asks Mom.

'I don't know,' says Zein. I just can't **decide**!'

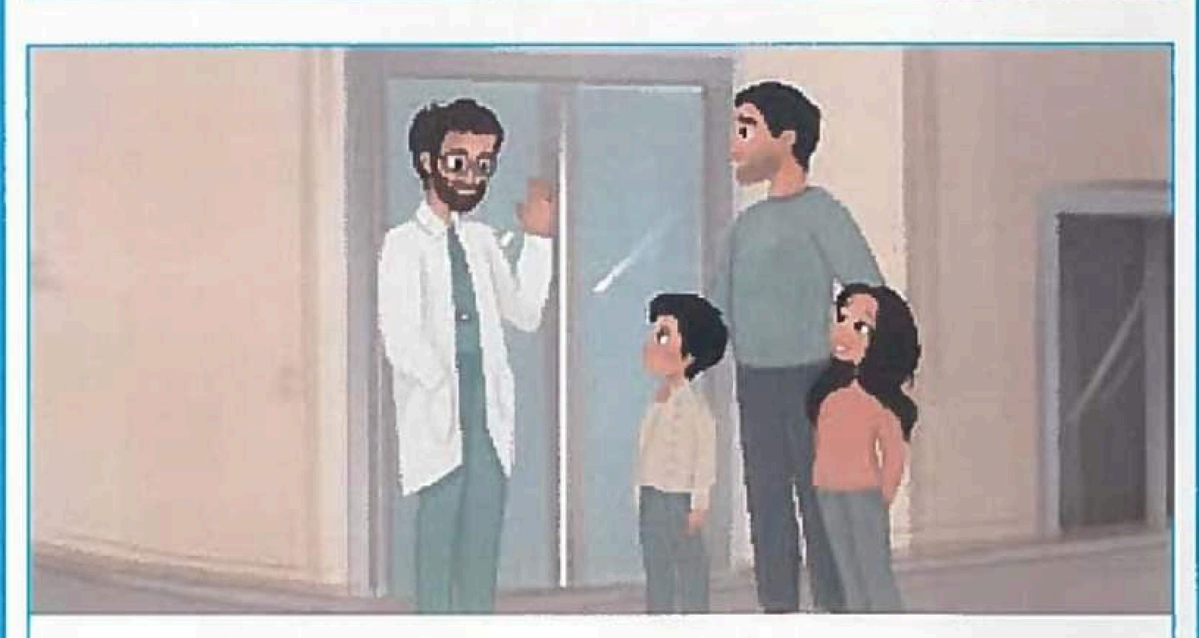


'I know,' says Mom. 'Why don't you both go and stay with Uncle Sami? He has lots of friends. You can find out about their jobs. Then you can decide, Zein.'

'That's a great idea,' says Dad.



Uncle Sami is a taxi driver. On the first day of their visit, he takes the children to see his friend Adel. Adel is a vet. He works in a **nature reserve**.



'This is Zahra and Zein,' says Uncle Sami. 'Zahra wants to be a vet.'

'Great!' says Adel. 'Come on then. You can both help me with the crocodiles.'



One of the crocodiles has something in its stomach. Adel gives the crocodile some medicine and waits.

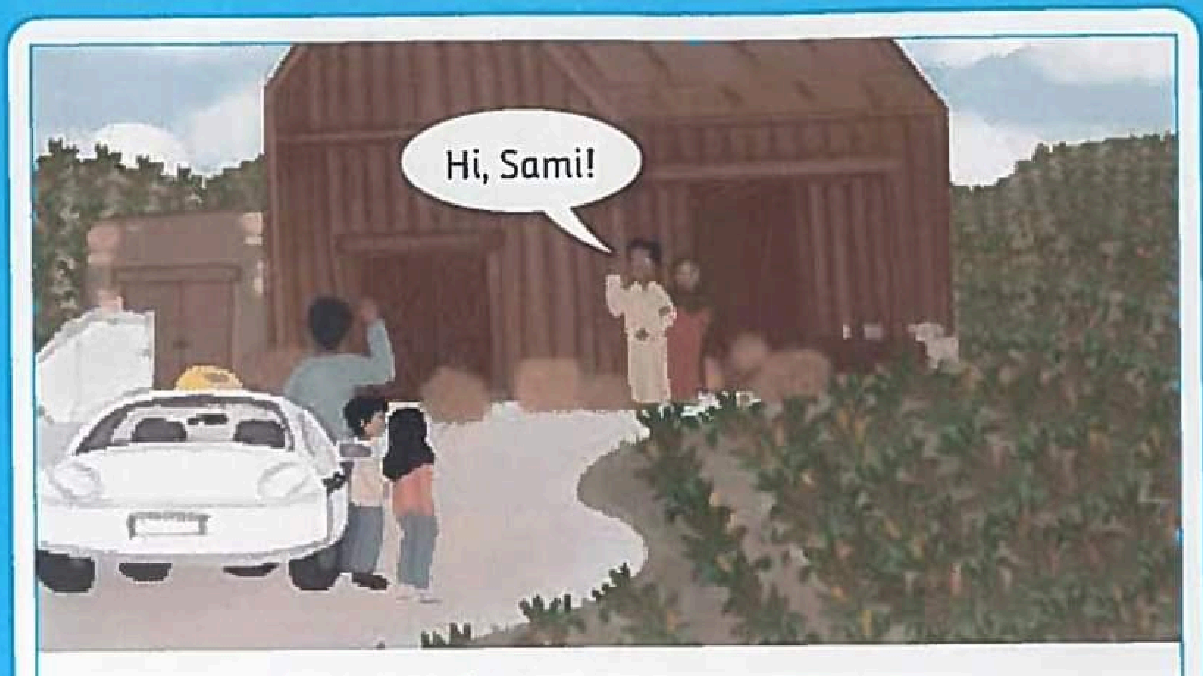
'It's asleep now,' Adel says. Then he puts his hand into the crocodile's mouth.



'Look,' says Adel. 'It's a plastic bottle. People shouldn't throw garbage. It's dangerous for the animals.'

'What's the matter, Zein?' asks Zahra.

'I love animals,' says Zein, 'but I don't want to be a vet.'



Uncle Sami drives to a farm.

'Come and meet my friend, Fayez, and his wife Mervat,' he says. 'They look after animals, too. You can help on their farm.'



First of all, the children help Mervat with the animals. There are some baby goats without mothers. Mervat and Zahra mix some special milk. Zein feeds the babies with a bottle.



Then they help with the **maize**. The maize plants are growing tall and strong and the maize is nice and yellow. The children pick lots of maize. It's hard work!



The children load the maize onto a tractor.

'Can I drive the tractor?' asks Zein. Fayez laughs.

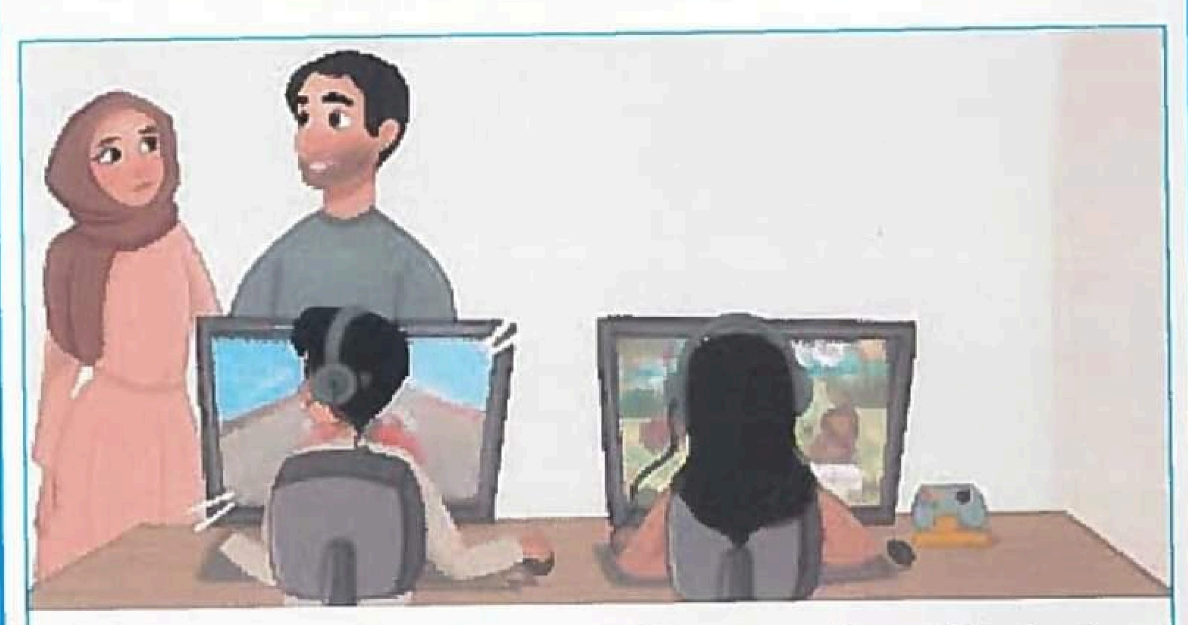
'No, I'm sorry,' he says.



The next morning, Zahra is playing on her phone. Uncle Sami has an idea.

'Do you like computer games, Zein?' he asks.

'Yes,' says Zein. 'Computer games are awesome!'



Uncle Sami's cousin Faten is a software engineer. She tests computer games. The children go to her office.

'You can test these new games,' says Faten. The children have a lot of fun.



Zein has an idea for a game. It's a **puzzle** game. He draws some ideas, but it isn't easy. Zein isn't happy with his game.

'Oh dear!' he says, 'I love games and puzzles, but I don't want to be a software engineer.'



'I know,' says Uncle Sami. 'Come and meet my friend Basem. He's a plumber.'

'A plumber?' says Zahra.



Basem is in Mr Sameh's apartment. He is fixing some **pipes** under a **sink**. The children help him. There are lots of pipes.

'It's like a puzzle!' says Zein.



Something falls out of an old pipe. It's a ring.

'That's my wife's ring!' says Mr Sameh. 'Thank you for finding it.'

'You're welcome,' says Basem. 'It's all part of the job.'



That night, Uncle Sami drives the children home in his taxi. They are both happy and tired.

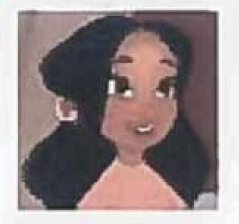


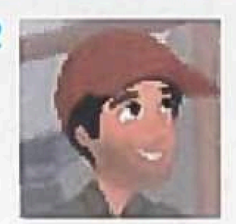
'Do you know what you want to be now, Zein?' asks Dad.

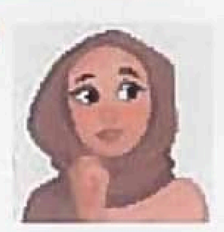
'Yes, I do,' says Zein. 'I want to be like Uncle Sami. He has got the best job. He goes to so many interesting places. I want to be a taxi driver!'

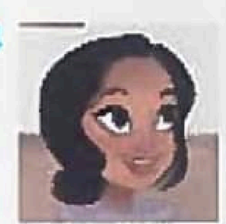
1 Look and write

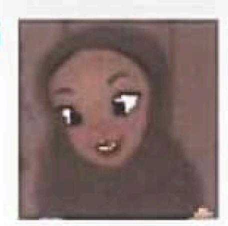
Adel Basem Faten Fayez Dad Mervat
Mom Mr Sameh Uncle Sami Zahra Zein

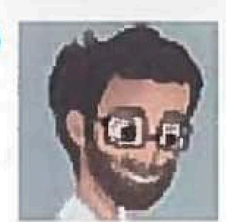
1 

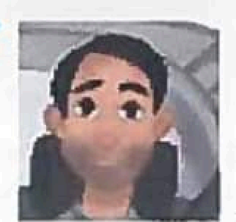
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3 

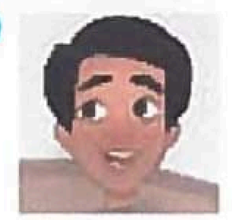
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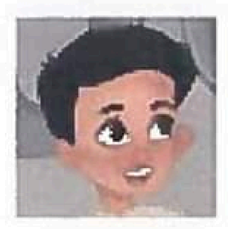
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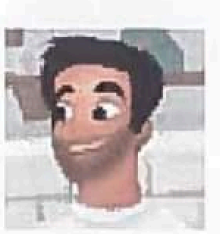
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7 

8 

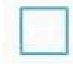
9 

10 

11 

2 Read and write *T* (true) or *F* (false)

1 Uncle Sami is a bus driver. ☐
2 Zahra wants to be a software engineer. ☐

3 Zein feeds goats on the farm. ☐

4 The plumber helps Mr Sameh. ☐
5 Zein wants to be a vet. ☐

3 **Ask and answer about the story. Use the words in the box**

How What When Where Who Why

What is Uncle Sami's job?

He is a taxi driver.

4 **Zein and Zahra write an email to their grandma and grandpa. Read and complete the email.**

Hi Grandma and Grandpa,

Last week we visited Uncle Sami. He has lots of friends. We met them and learned about their jobs.

We met ____________________.

We saw ____________________.

We ____________________.

Zahra liked ____________________.

Zein liked ____________________.

It was fun visiting Uncle Sami!

See you soon.

Zein and Zahra

5 **Work with a partner. Think and say. What can we learn from the story?**


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